DOCUMENT RESUME

ED 209 523 CE 030 570

AUTHOR	Farley, Roy C.; Rubin, Stanford E.
TITLE	Systematic Interviewing Skills. Participant's Workbook.
INSTITUTION	Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
SPONS AGENCY	National Inst. of Handicapped Research (ED), Washington, D.C.
PUB DATE	80
GRANT	16-P-56812-RT-13
NOTE	184p.; For related documents see CE 030 571-572. A set of slides and cassette tapes are available from the producer.
AVAILABLE FROM	Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901 (Trainer's Guide, $5.00; Participant's Workbook, $4.00; Typescript Manual, $3.00; Set of Slides, $150.00; Set of Cassette Tapes, $12.00).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Communication Skills; Continuing Education; *Human Services; *Information Seeking; *Inservice Education; Instructional Materials; Interpersonal Competence; *Interviews; Learning Activities; Nonverbal Communication; Postsecondary Education; *Questioning Techniques; Rehabilitation Centers; Self Evaluation (Individuals); *Skill Development; Staff Development; Vocational Rehabilitation; Workbooks; Workshops

ABSTRACT

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this participant's workbook contains all the forms and training aids that would typically be distributed to the participants during the training session. It includes material needed for the various training exercises that are done during the training session and self-assessment checklists for the material covered. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the first six sections of the workbook include how to motivate clients to show up for interviews, how to prepare for initial interviews, how to listen actively and use body language effectively, and how to use different types of verbal responses to achieve objectives and to encourage self-exploration. The last section of the workbook contains forms for self-assessment on the various interview techniques covered in the training session. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209523

Systematic Interviewing Skills

Participant's Workbook

Roy C. Farley

Stanford E. Rubin

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Bob A. Means

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Arkansas Rehabilitation Research and Training Center
University of Arkansas
Arkansas Rehabilitation Services

1980

CE 030 870

All programs administered by and services provided by the Arkansas Rehabilitation Research and Training Center are rendered on a nondiscriminatory basis without regard to handicap, race, creed, color, sex, or national origin in compliance with the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964. All applicants for program participation and/or services have a right to file complaints and to appeal according to regulations governing this principle.

This project was supported in part by a research and training grant (16-P-56812, RT-13) from the National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, Department of Education.

Acknowledgements

This training program is intended for those individuals charged with the responsibility of interviewing whether in the fields of rehabilitation, mental health, counseling, education, medicine, or sociology. The primary focus is on the interview in which the interviewee's concerns are of major importance and the exchange of information required to attend to those concerns.

The development of this program was no simple task. A tremendous amount of support and consultation were received. In fact, so many people reviewed the material that it would be most difficult to list each person's name. However, we are particularly indebted to a number of Region VI rehabilitation personnel who served on "user review teams" and provided input and suggestions from the trainer's viewpoint as well as the practitioner's viewpoint. Among those were:

A.J. Baker, Arkansas
Billy Brookshire, Texas
Linda Doehne, Texas
Laura Ferrary, New Mexico
John Garland Flowers III, Texas
Clyde Martin, Oklahoma
Harold Skinner, Oklahoma
Alton Toms, Louisiana
Lewis Urton, Arkansas
Alton Wachtendorf, Arkansas
Tom White, Arkansas
Myrna Breeden, New Mexico
Steve Cumnock, Arkansas
Lonnie Current, Oklahoma
Jorge Garcia, Texas
Leslie Palmer, Louisiana
Karen Sandini, Oklahoma
Anita Wooley, Louisiana
George Wynne, Texas

RT-13 personnel also provided help. Among those include: Robert Akridge, Bob Means and Tim Milligan.

A tremendous amount of support was provided by the RT-13 media section. So a big thanks is extended to David Sigman and his entire crew.

Also, thanks to Jay Binns and Nancy Millard for the tremendous amount of typing and retyping that was involved in this production.

Roy C. Farley
Stanford E. Rubin

Table of Contents

Section I	Preface	1
Section II	Introduction to Systematic Interviewing Skills	5
Section III	Systematic Interview Programming	15
	Step I - Attracting	18
	Step II - Planning	25
	Step III - Structuring	34
Section IV	Information Exchange during the Interview Process	43
	Step I - Information Dissemination Effectiveness	46
	Step II - Information Collection Effectiveness	56
Section V	Exchanging Information via Non-Verbal Interaction Techniques	67
	Step I - Positioning	70
	Step II - Observing	74
	Step III - Listening	78
	Step IV - Organizing	82
Section VI	Exchanging Information via Verbal Responding	95
	Step I - Moment-to-Moment Responses	98
	Step II - Major Response Styles	113
Section VII	Where To Now	145
	Step I - Skill Assessment	147
	Step II - Skill Development	148

Section 1

Preface

Preface

Systematic Interviewing Skills Participant's Workbook: What is it?

This manual contains all of the forms and training aids that would typically be distributed by the trainer during the training session. It includes material needed for the various training exercises that will be done during the session and provides space for note taking.

Systematic Interviewing Skills Participant's Workbook: What is its purpose?

1. To provide a record of the training session experience for you to take with you.
2. To help you organize the information you will be getting and make note taking easier.
3. To provide you with information and response forms you will need in training.

Systematic Interviewing Skills Participant's Workbook: How do I use it?

The trainer will direct you as to what page to turn to as material is presented and training exercises are performed.

The workbook is yours. Use it to facilitate your learning of Systematic Interviewing Skills.

Systematic Interviewing Skills Training: The Process.

The training approach used during this training session is based on a Model that requires the trainer to tell ⟶ demonstrate ⟶ elicit description ⟶ elicit action ⟶ summarize ⟶ assess which draws on the learning models of learning by listening, learning by observing, and learning by doing. This will require you to listen ⟶ watch ⟶ discuss ⟶ do ⟶ assess.

The components of the training will be covered utilizing the following outline, as appropriate:

I. Definition
II. Rationale
III. Objectives
IV. Principles
V. Demonstration of Non-Facilitative Techniques
VI. Results of Non-Facilitative Techniques
VII. Demonstration of Facilitative Techniques
VIII. Results of Facilitative Techniques
IX. Discrimination Exercises
X. Practice
XI. Summary

Group Discussion

Group discussion is an integral element in the success of the training session. Learning will be facilitated by you freely expressing your reactions, ideas, etc.

Have A Learning Experience!

Section II

Introduction to Systematic Interviewing Skills

Introduction to Systematic Interviewing Skills

Purpose of Section II

1. To learn about the Systematic Interviewing Skills model.
2. To learn the concepts of Systematic Interviewing Skills.
3. To learn about the importance of the program.
4. To learn about the philosophy of Systematic Interviewing Skills
5. To see an overview of the training program.
6. To learn about the objectives of the training program.

General Introduction

Two general types of interviews:

Type 1) The focus is on _____
Examples include:

Type 2) The focus is on _____
Examples include:

Definition of Systematic Interviewing Skills

Major Components of Systematic Interviewing Skills

Systematic Interview Programming
Information Exchange
Exchanging Information Non-Verbally
Exchanging Information via Verbal Responding

The Importance of Systematic Interviewing Skills

Philosophy of Systematic Interviewing Skills

Relevant Information Awareness Matrix

Relevant Information from the Interviewee's Perspective

	Known to Interviewer	Not Known to Interviewer
Known to Interviewee	**Known Dimension**	**Hidden Dimension (Collection Area)**
Not Known to Interviewee	**Blind Dimension (Dissemination Area)**	**Unknown Dimension (Both Collection and Dissemination)**

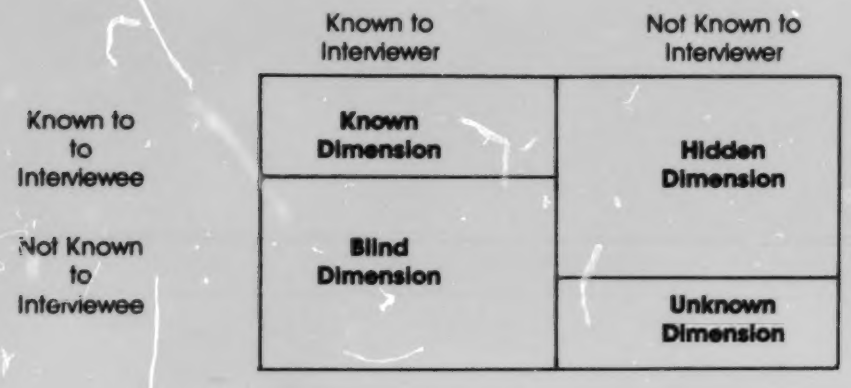
Known Dimension - Information known by _____ .

Blind Dimension - Information known by _____ , but not by _____ .

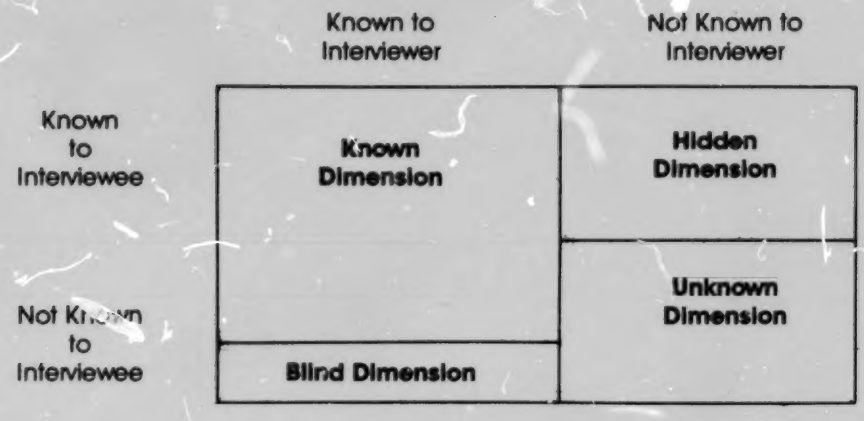
Hidden Dimension - Information known by _____ , but not by _____ .

Unknown Dimension - Information not known by _____ .

Initial Phase of Relevant Information Awareness



Objective of Interviewer/Interviewee Interaction



Decreasing the interviewee's blind dimension: This is achieved through effective _____.

Decreasing the hidden dimension: This is achieved through effective _____.

Decreasing the unknown dimension: This is achieved through _____.

Interacting

Three basic ways of interacting with others:

1.
2.
3.

1. Playing games is an example of _____ interaction.
2. Talking about the weather is an example of _____ .
3. Helping others obtain desired objectives is an example of _____ interaction.

Do Not Make the Interview a Game
Do Not Make the Interview a Sociable Conversation
Do Make the Interview Helpful Interaction

The most successful interviewer is:

An effective _____ .
An effective _____ .
An effective _____ .
An effective _____ .
An _____ _____ .

Overview of the Training Components

Systematic Interview Programming

Step I Attracting the interviewee
Step II Planning the interview
Step III Structuring the interview setting

Information Exchange Effectiveness

Step I Information dissemination
Step II Information collection

Non-Verbal Interaction Techniques

Step I Positioning
Step II Observing
Step III Listening
Step IV Organizing

Verbal Responding

Step I Moment-to-moment responses
1. Continue
2. Restricted-Focus
3. Exploratory-Focus
4. Check
5. Declarative
6. Self-Expressive
7. Interpretive

Step II Interaction styles within the interview
1. The Listener
2. The Interrogator
3. The Explorer
4. The Reflector
5. The Declarer
6. The Self-Expresser
7. The Interpreter

Objectives of
Systematic Interviewing Skills Training

1. To define and teach those basic interviewing skills which influence the quality of information exchange within the interview.
2. To expand your response options enabling you to become a skilled interactionist in carrying out your major function of exchanging information within the interview.
3. Identify moment-to-moment responses used to collect and disseminate information.
4. Identify response modes/styles and interaction profiles.
5. Suggest a response style that will facilitate the most self-expression from the interviewee thus enhancing the Information Exchange process.
6. Provide a set of tools which will allow you to evaluate your interview behavior.
7. The purpose of this training is not to teach personal adjustment counseling skills. Personal adjustment counseling requires additional skills beyond those taught in this program. The focus here is on interviewing not counseling.

Other Objectives

Section III

Systematic Interview Programming

Systematic Interview Programming

Purpose of Section II:

1. Learn the importance of programming the interview in a systematic fashion to build in success.
2. Learn how to motivate the interviewee to appear for an interview.
3. Learn how to plan an interview.
4. Learn how to structure the interview setting to insure the effective exchange of information.
5. Develop the tools to assess my skill in this area.

Definition of Systematic Interview Programming

Major steps in programming an interview include:

1. Attracting the interviewee
2. Planning the interview
3. Structuring the interview setting

The Importance of Systematic Interview Programming

There is an infinite variety of "Wrong" strategies and only a few "Right" strategies.

There is an infinite variety of "Wrong" ways to conduct an interview and only a few "Right" ways.

Systematic Interview Programming enhances your chances of employing "Right" strategies and conducting an interview the "Right" way.

Step I - Attracting the Interviewee

Definition of Attracting Actions

Importance of Attracting Actions

Objectives of Attracting Actions

18

Guidelines for Effective Attracting

1. Decide on your mode of communication.
2. Decide to whom the invitation will be extended.
3. Be sure the person knows exactly **who** the interview is with.
4. Inform the person of **what** will happen.
5. Inform the person of **where** the interview will take place.
6. Inform the person of **how** to get to the interview.
7. Inform the person of **when** the interview will take place.
8. Inform the person of the general purpose or the **why** of the interview.
9. Encourage the person to appear by presenting him/her a personal reason to appear.
10. Get a commitment from the person if you are extending an invitation in person or by phone.
11. Follow-up if necessary.

Other Guidelines

12.

13.

14.

Attracting
Exercise 1

Mr./Mrs./Miss Sam Jones has an appointment with John Smith
at 10:00 a.m./p.m. on July 6.

Please be on time.

John Smith
Any Agency
1621 So. Oak Drive
Terrytown, CA

1. Is all the information that answers the who, what, when, where and how indicated in the appointment slip?
   a. Who is the person to see?
   b. What kind of interview is it?
   c. When is the interview?
   d. Where is the interview?
   e. How will the person get to the interview?
2. Is the general purpose of the interview described?
3. Have the specific benefits of the appointment for the person been identified?
4. What might be the consequences or results of this kind of attracting actions?

5. What can be done to improve the attracting actions of this interviewer?

Group Reactions:

20

Attracting
Exercise 2

Name: Mr. Sam Jones Today's Date: June 16, 1980

Appointment: initial individual screening interview

Purpose: to talk about your interests and how the rehab agency might be of service to you

Appointment Date: Thursday, July 6, 1980 Time: 10:00 a.m.

With: Mr. John Smith; State Rehab Agency

Location:

Any Agency
1621 So. Oak Drive
Terrytown, CA
Phone: 511-3232

My office is on the 3rd floor, room 116. The receptionist will direct you to my office when you arrive. Enclosed is a map outlining the best route to the building.

Note:
Mr. Jones, I understand you have been referred to us by Jack Dailey of the Mimy Clinic. He informs me you are interested in the kinds of services we might provide to eligible persons. I will look forward to seeing you and discussing with you what we might be able to do. Call me if you have any questions.

1. Is all the information that answers the who, what, when, where and how included in the appointment slip?
   a. Who is the person to see?
   b. What kind of interview is it?
   c. When is the interview?
   d. Where is the interview?
   e. How will the person get to the interview?
2. Is the general purpose of the interview described?
3. Have the specific benefits of the appointment for the person been identified?
4. What might be the consequences or results of this kind of attracting actions?
5. What can be done to improve the attracting actions of this interviewer?

Group Reactions:

21

Attracting
Exercise 3

Below is a brief sketch of an individual. Assume that this person has been set up to see you for an initial interview two weeks from now. Write an invitation for an appointment.

> Joan Jackson is a 17 year old female. She is a special education student at the local high school. She was referred to your agency/organization by the high school counselor, Mr. Sam Little. Someone called for an appointment and your receptionist made one for her at 8:30 a.m. two weeks from today.

Attracting
Exercise 4

Write a statement you would use to make an appointment for someone you might encounter in your present line of work. The appointment may be for an initial interview or a later interview.

23

Attracting The Interviewee
Self-Assessment Check List

When making an appointment for a person to come for an interview, I perform the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Consider carefully the mode of communication (whether phone, written, or in person) that is most appropriate for the person being invited.
___	___	___	2. Consider carefully to whom the invitation is extended (interviewee, parents, guardian, spouse, etc.).
___	___	___	3. Make sure the person knows exactly **who** the interview is with. I identify myself and my agency/organization clearly.
___	___	___	4. Inform the person of **what** will happen. I state the type of interview the person is being requested to come for (i.e., this is an initial screening interview).
___	___	___	5. Inform the person of **where** the interview will take place. I am very precise in stating the interview location.
___	___	___	6. Inform the person of **how** to get to the interview. I give precise directions of how to get to my location.
___	___	___	7. Inform the person of **when** the interview will take place. Time and date are included in the invitation.
___	___	___	8. Inform the person of the general purpose or the **why** of the interview. I state exactly why the person is being extended an invitation (i.e., "To talk about how this agency may help you.").
___	___	___	9. Encourage the person to appear by presenting a personal reason. I stress the benefits or advantages to the person of attending the interview.
___	___	___	10. Follow-up. I remind the person of the interview just before the scheduled date.

24

Step II - Planning The Interview

Definition of Planning

Three types of objectives include:

1. General
2. Specific
3. Moment-to-moment

Examples of General Objectives for the Initial Interview

1. Establish rapport.
2. Determine appropriateness of referral.
3. Obtain interviewee's expectations and identify needs.
4. Complete necessary interview forms.
5. Describe your and your agency's purpose.

Examples of Specific Objectives for the Initial Interview

1. Explore interviewee's history of previous problems that relate to general objectives.
2. Give interviewee information about a known interest he/she has.
3. Complete forms that are specific for the interviewee.

Examples of Moment-to-Moment Objectives in an Initial Interview

1. Exploration of the interviewee's anxiety about being referred to your agency.
2. Exploration of the interviewee's hostility toward authority figures.
3. Exploration of the joys the interviewee experiences as a result of some event.

The Importance of Planning

Guidelines for Effective Planning

1. Develop a general "game plan" which will guide your activities no matter who is being interviewed.
2. Develop specific objectives for each person as appropriate.
3. Allow your pre-interview objectives to be moderated by moment-to-moment objectives that develop during the interview.
4. Do not become so involved in the content of forms that you miss what is really being communicated. Be aware of what is happening with the interviewee and respond accordingly.
5. Develop interview objectives and strategies in written form.
6. Review objectives prior to each interviewee contact.
7. Inform the person of the interview objectives.
8. Be flexible!!

Other Guidelines

9.
10.
11.
12.

26

Guidelines for Developing "Game Plan"

1. What are my objectives for this interview?
2. What information do I need from the interviewee to achieve those objectives?
3. What information does the interviewee need from me to achieve those objectives?
4. What is the most efficient and effective way to collect and disseminate that information?

Condensed Example of "Game Plan"

1. What are my objectives for this interview?
   a. Determine appropriateness of referral.
   b. Establish rapport.
   c. Complete intake interview forms.
2. What information do I need from the interviewee to achieve those objectives?
   a. Referral source.
   b. Reason for referral.
   c. The person's expectations.
   d. The person's feelings about being referred.
   e. Information necessary to complete forms (e.g., personal data, social history, etc.).
3. What information does the interviewee need from me to achieve those objectives?
   a. My role and function.
   b. Description of my agency and its role and function.
   c. The interviewee's rights and responsibilities.
   d. Confidentiality.
4. What is the most efficient and effective way to collect and disseminate that information?
   a. Ask interviewee to complete part of interview form as appropriate.
   b. Give the person a lot of freedom of expression.
   c. Ask open-ended instead of closed-ended questions.
   d. Attend to and respond to the person's feelings.
   e. Talk at the person's level of comprehension.
   f. Be a good listener.

27

Planning
Exercise 1

1. Did the interviewer appear to have a systematic interview plan?
2. What do you think his objectives were?
3. Did he inform the person of his objectives?
4. Did the interviewer respond more to the forms or to the interviewee?
5. Was he flexible?
6. What topics were discussed?
7. Was each topic discussed in depth?
8. What were the interviewer's strong points?
9. In what areas was he weak? List mistakes in effective planning.
10. How would you describe the interviewer/interviewee relationship at this point?
11. What might be the consequences of this kind of planning?
12. What would you do differently during this interview?

28

Planning
Exercise 2

1. Did the interviewer appear to have a systematic interview plan?
2. What do you think his objectives were?
3. Did he inform the person of his objectives?
4. Did the interviewer respond more to the forms or to the interviewee?
5. Was he flexible?
6. What topics were discussed?
7. Was each topic discussed in depth?
8. What were the interviewer's strong points?
9. In what areas was he weak? List mistakes in effective planning.
10. How would you describe the interviewer/interviewee relationship at this point?
11. What might be the consequences of this kind of planning?
12. What would you do differently during this interview?

29

Planning
Exercise 3

List objectives you would want to achieve with everyone during the initial interview.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

30

Planning
Exercise 4

List major topics you would want to discuss with everyone during the initial interview in order to achieve the objectives you have listed above. Place them under the heading "Information to Give to the Interviewee" and "Information to Get from the Interviewee."

Information to Give to the Interviewee	Information to Get from the Interviewee
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Planning
Exercise 5

List actions you would want to perform in order to disseminate and collect the information you have listed above.

What is the most effective and efficient way to exchange information and achieve my objectives?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

32

Planning The Interview Self-Assessment Check List

I perform the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Develop a general "game plan" which guides my activities during the interview.
___	___	___	2. Have a systematic format which I follow when developing my general "game plan."
___	___	___	3. When formulating my plan, I focus both on the content of the interview, such as topics that need to be discussed, and process or how I will go about discussing those topics.
___	___	___	4. Develop specific objectives for the interviewee.
___	___	___	5. Develop my interview objectives and strategies in written form.
___	___	___	6. Review those objectives prior to the interview.
___	___	___	7. Inform the interviewee of the interview objectives.
___	___	___	8. Allow my general and pre-interview objectives to be moderated by moment-to-moment objectives that develop during the course of the interview.
___	___	___	9. Do not become so involved in the content of forms that I miss what is really being communicated during the interview. I am aware of what is happening with the interviewee and respond appropriately.
___	___	___	10. Am flexible. I do not rigidly and inflexibly impose my "game plan" on the interviewee.

33

Step III - Structuring the Interview Setting

Definition of Structuring

Importance of Structuring

34

Guidelines for Structuring The Interview Setting

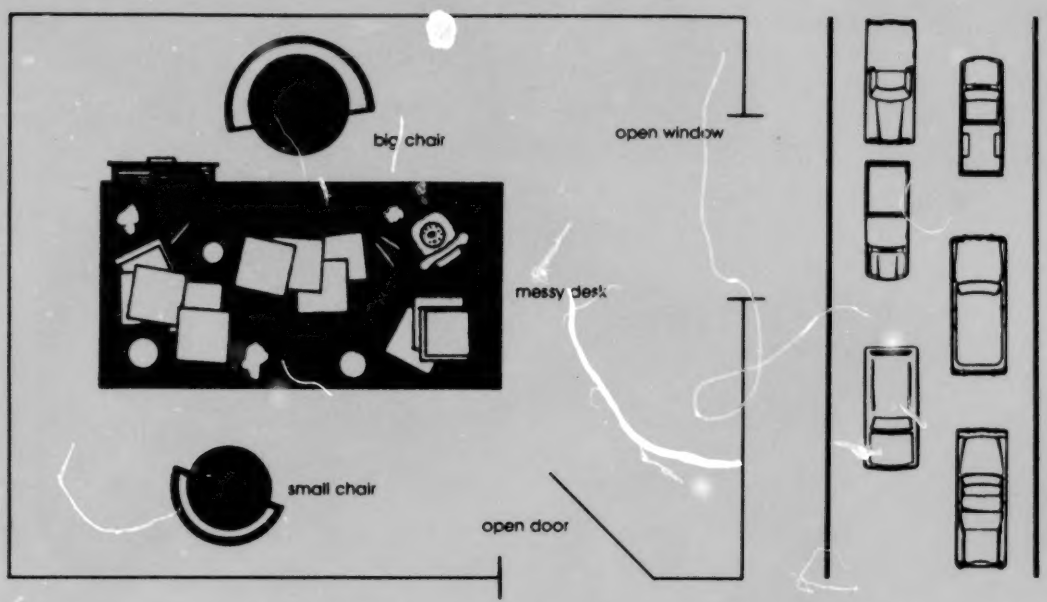
1. Arrange furniture so as not to have physical barriers between you and the interviewee. Place chairs opposite each other.
2. Whenever possible have chairs of same or similar type and of equal height.
3. Assure that furniture is comfortable.
4. Control noise or distracting variables, phone calls, knocks at the door, outside noise, etc.
5. Provide a meeting place where confidentiality can be assured.
6. Put away things you do not wish the interviewee to see.
7. Control temperature within the interview setting.
8. Control lighting within the interview setting.
9. Be sure the interview setting is accessible.
10. Personalize the interview setting.
11. Structure the interview time.

Other Guidelines

12.
13.
14.
15.

Structuring
Exercise 1

Below is an interview room where you will be meeting someone for an interview. List the things that might be done to prepare the room to facilitate an effective exchange of information.

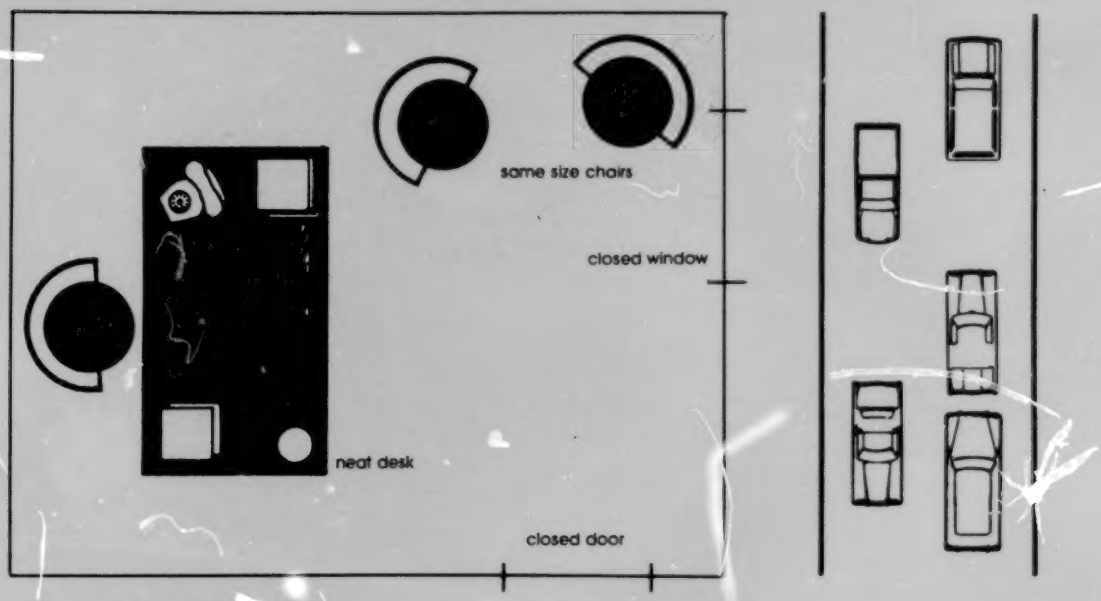


1.
2.
3.
4.
5.

36

Structuring
Exercise 2

Below is an interview room that is prepared to receive interviewees. Compare and contrast this one with the room on page 00 of your workbook. List the major differences between the two interview rooms.



1.
2.
3.
4.
5.

37

Structuring

Exercise 3

1.
2.
3.
4.
5.

Exercise 4

1.
2.
3.
4.
5.

Exercise 5

List five things you can do to change or improve your present interview setting to make it more conducive to information exchange effectiveness.

1.
2.
3.
4.
5.

38

Structuring The Interview Setting
Self-Assessment Check List

Prior to an interview, I perform the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Arrange furniture so as not to have physical barriers between me and the person I'm interviewing.
___	___	___	2. Have chairs of same or similar type and of equal height.
___	___	___	3. Make sure the furniture is as comfortable as possible.
___	___	___	4. Control noises or distracting variables such as phone calls, knocks at the door, outside noise, etc.
___	___	___	5. Provide a meeting place where confidentiality can be assured.
___	___	___	6. Put away things I do not wish the person to see.
___	___	___	7. Control temperature within the interview setting.
___	___	___	8. Control lighting within the interview setting.
___	___	___	9. Make sure the interview setting is accessible.
___	___	___	10. Structure the interview time so that sufficient time is allowed to achieve my objectives.

39

Systematic Interview Programming

1. **Attracting the Interviewee**
   - Mode of communication
   - To whom
   - Who the interview is with
   - What will happen
   - Where the interview is
   - How to get there
   - When the interview is
   - Why or purpose of interview
   - Personal reason to come
   - Personal commitment, if possible
   - Follow-up
2. **Planning the Interview**
   - General "game plan"
   - Systematic format
   - Content & process
   - Specific objectives
   - Written plan
   - Review
   - Inform interviewee
   - Moment-to-moment objectives
   - Person-Focus vs Form-Focus
   - Flexible
3. **Structuring the Interview Setting**
   - Barriers
   - Chairs
   - Distracting variables
   - Confidentiality
   - Neatness
   - Temperature
   - Lighting
   - Accessibility
   - Personalize
   - Time

40

Systematic Interview Programming Format

1. What are my objectives for this interview?
2. What information does the interviewee need from me to achieve those objectives?
3. What information do I need from the interviewee to achieve those objectives?
4. What is the most effective and efficient way to exchange that information?
   a. Attract the interviewee in a facilitative manner so that he/she comes to the interview with a positive attitude.
   b. Carry out all the guidelines for effective planning.
   c. Structure the interview setting making it conducive to the exchange of information.

41

Section IV

Information Exchange During the Interview Process

Information Exchange During the Interview Process

Purpose of Section IV

1. Learn the importance of information dissemination.
2. Learn the types of information helpful to give during the interview.
3. Learn a helpful style of disseminating information.
4. Learn the types of information necessary to collect during the interview.
5. Learn a helpful information collection style.

Definition of Information Exchange

Importance of Information Exchange

Objectives of Information Exchange

Step I - Information Dissemination

Definition of Information Dissemination

Major Information Dissemination Categories

Role & function of your agency/organization/section
Your role & function
Interviewee rights
Interviewee responsibilities

Importance of Information Dissemination

Objectives of Information Dissemination

Summary of Meeting with Dr. Fairface

Dr. Fairface appeared to be an extremely efficient and intelligent person. He literally whisked me through the interview. He used a lot of words I did not understand, but I was afraid to ask him what he meant as I didn't want to appear stupid. What bothered me the most was that he kept referring to me as being in "refraction status" - I gotta look that up when I get home. Although Dr. Fairface was quite friendly he wasn't a real human kind of person. That was kind of a relief though, him being an analyst and all. I was a little concerned that he would put me on the couch and start asking about my sex life. After talking to him I'm not sure he was a regular kind of analyst. It may just be some type of title. On the other hand he did ask a lot of questions that you wouldn't ask just anyone. Things like my financial situation, relationships with my family, boss, what my interests were and all. I may have told him some things I shouldn't have about my finances. I'm in trouble if he is affiliated with IRS.

He told me what his agency, The Government Employees Restoration and Growth Agency, was about in general terms. He said basically their goal was to get professional government people into situations where they can make their greatest contribution and more fully realize their intellectual, emotional, and physical potential. That sounds fine, but I'm not real sure what he means in more practical terms. He more or less suggested that this was a voluntary type of thing—didn't come right out and say it—but then he told me he had made an appointment for me with the State Health and Fitness Department for a complete work-up. I guess I will go along with him for a while until I can find out just how much influence this guy has.

He covered some of the things it was possible for him to provide for me if I am selected, based on his work-up of my profile. He talked about being able to place me in a profession most suited to my talents and being able to provide education to that end. I'm not sure if he meant a short-course, night school, or what. He also mentioned "supportive services" such as encounter groups, a jogging program, and health foods and their contribution to overall effectiveness and independence. I think he is a health food nut.

Basically those are the main points I got out of it. I may have missed some things as I was kind of uptight about the whole thing. He said he hoped we would have more time the next meeting and he would answer my questions. I really need to make a list.

List any questions or reactions you might have as a result of your first meeting with Dr. Fairface.

1.
2.
3.
4.
5.
6.
7.
8.

Objectives of Information Dissemination

Guidelines for Effective Information Dissemination During The Intake Interview

1. Explain the role and function of your agency/organization/section.
2. Explain how or why the person was referred to your agency/organization/section if appropriate.
3. Explain your role and function.
4. Explain the confidential nature of your relationship with the person.
5. Provide the interviewee with information regarding his/her rights.
6. Explain the contents of any form the person is asked to sign.
7. Explain any actions and responsibilities (what, why, when, where, how) required of the interviewee by your agency/organization/section.
8. Ensure that your information dissemination is a vehicle for promoting independence and interviewee involvement.
9. Communicate information at the interviewee's level of understanding.
10. Avoid presenting too much information at "one shot" in the interview.
11. Present information in a timely fashion.
12. Make sure the interviewee has understood the information provided.
13. Summarize the significant content of the interview discussion as the interview approaches its end.

Other Guidelines

14.

15.

16.

Information Dissemination Effectiveness
Exercise 1

1. Did the interviewer appear to have an interview plan? Why?
2. Was he systematic in his approach? Why?
3. How adequately did he explain:
   a. His agency's role and function
   b. His role and function
   c. Interviewee rights
   d. Interviewee responsibilities
4. Was information disseminated in a manner that promoted interviewee involvement and independence?
5. How appropriate was the interviewer's language level when disseminating information?
6. Did the interviewer provide information in a well timed fashion?
7. Did the interviewer avoid presenting too much information in "one shot"?
8. Did the interviewer make sure the interviewee understood the information provided?
9. How did the interviewer's information dissemination affect the interviewer/interviewee relationship?
10. List the strong and weak points in regard to how the interviewer handled this interview.

Strong Points	Weak Points

11. What might be the consequences of this type of information dissemination effectiveness?
12. In what ways might you have handled this interview differently?

Information Dissemination Effectiveness
Exercise 2

1. Did the interviewer appear to have an interview plan? Why?
2. Was he systematic in his approach? Why?
3. How adequately did he explain:
   a. His agency's role and function
   b. His role and function
   c. Interviewee rights
   d. Interviewee responsibilities
4. Was information disseminated in a manner that promoted interviewee involvement and independence?
5. How appropriate was the interviewer's language level when disseminating information?
6. Did the interviewer provide information in a well timed fashion?
7. Did the interviewer avoid presenting too much information in "one shot"?
8. Did the interviewer make sure the interviewee understood the information provided?
9. How did the interviewer's information dissemination affect the interviewer/interviewee relationship?
10. List the strong and weak points in regard to how the interviewer handled this interview.

Strong Points	Weak Points

11. What might be the consequences of this type of information dissemination effectiveness?
12. In what ways might you have handled this interview differently?

Review of Guidelines for Information Dissemination

In summary, the following information dissemination guidelines are to be considered when disseminating information to the interviewee during the intake and subsequent interviews.

1. Information is to be provided to the person to promote independence and to involve him/her in the decision making process. The interviewee becomes better prepared to make appropriate decisions when he/she has sufficient information with which to make those decisions.
2. Specific information needed by the person might include:
   - I. The role and function of your agency/organization/section
     - a. What it is
     - b. What it is not
     - c. Eligibility criteria, if any
     - d. Eligibility process
     - e. Services provided
     - f. Potential contribution of services for reaching objectives
     - g. The referral process
   - II. Your role and function
     - a. As an arranger/coordinator of services
     - b. As a direct provider of services
     - c. As an advocate
     - d. As a team member
   - III. Confidentiality
   - IV. Rights of the person being interviewed
     - a. Right of appeal
     - b. The appeal process
     - c. Right to administrative review
     - d. Civil rights
   - V. Responsibilities of the person being interviewed
   - VI. Other
3. The manner in which information is disseminated is important. Hence, judgement is called upon to consider such things as:
   - a. Language level used
   - b. Amount of information
   - c. Timing of information
4. Finally, a summarization of the significant content of the interview discussion might prove helpful to both you and the person interviewed.

Summary

Information Dissemination

What It Is:	Providing the interviewee with information or data that are not readily available to him/her.
What It Does:	Enhances the interviewee's decision making ability and facilitates effective joint program planning.
Why It Works:	Reduces the blind dimension of the interviewee's knowledge and facilitates positive relationship.
How To Do It:	Know the type of information needed by the interviewee and provide it while attending to: Language used, amount given, and timing.
When and Where To Do It:	Throughout your contact with the interviewee with special emphasis on the early phase and especially the initial interview.

Information Dissemination Self-Assessment Guide

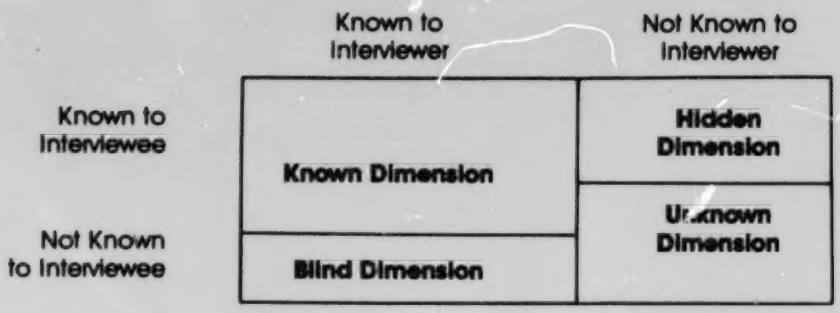
During my interviews, I perform the following . . .

Yes	No	N/A	
___	___	___	1. Explain the role and function of my agency/organization/section.
___	___	___	2. Explain how or why the interviewee was referred to my agency/organization/section.
___	___	___	3. Explain my role and function.
___	___	___	4. Explain the confidential nature of the interview.
___	___	___	5. Explain the rights of the interviewee.
___	___	___	6. Explain the contents of any form I ask the interviewee to sign.
___	___	___	7. Explain the actions and responsibilities required of the interviewee.
___	___	___	8. Make every effort to ensure that the information I give is for the purpose of promoting independence and involvement.
___	___	___	9. Communicate information at the interviewee's level of understanding.
___	___	___	10. Avoid presenting too much information at "one shot."
___	___	___	11. Provide information in a well-timed fashion.
___	___	___	12. Make sure the interviewee has understood the information provided.
___	___	___	13. Summarize the significant content of the interview discussion as the interview approaches its end.

Systematic Interview Programming Format

1. What are my objectives for this interview?
2. What information does the interviewee need from me to achieve those objectives?
   a. Specific topics developed such as role and function of my agency/organization, my role and function, interviewee's rights and responsibilities, etc.
3. What information do I need from the interviewee to achieve those objectives?
4. What is the most effective and efficient way to exchange that information?
   a. Attract the interviewee in a facilitative manner so that he/she comes to the interview with a positive attitude.
   b. Carry out all the guidelines for effective planning.
   c. Structure the interview setting making it conducive to the exchange of information.
   d. When disseminating information attend to language level used, amount of information in one shot, timing, and interviewee's comprehension of the information.

Relevant Information Awareness



Step II - Information Collection During the Interview Process

Definition of Information Collection

The Importance of Effective Information Collection

Guidelines for Effective Information Collection

1. Know what you want to achieve during the interview.
2. Review any available pre-interview information on a person prior to the interview. That review of already available information can provide a basis for developing an interview plan for a particular person.
3. It is unnecessary to collect every conceivable piece of information about the interviewee in order to get a full understanding of him/her.
4. A piece of information is important to collect if it will help you understand the interviewee.
5. Avoid a "facts with minimum meaning" information collection approach.
6. Facts often gain in significance through additional exploration of related interviewee feelings, actions, and thinking.
7. Systematic exploration of relevant topic areas during the interview increases the likelihood that you will obtain "factual information with maximum meaning."
8. You will more likely learn more relevant information about the interviewee if, while interviewing, you often covertly ask yourself questions about the person which tend to guide your focus. For example:
   a. "What do I know about the interviewee?"
   b. "What do I need to know about the interviewee?"
9. Use questions with moderation during the interview.
10. When you already have information about the interviewee, pretending not to possess such can be counter-productive.

Other Guidelines

11.

12.

13.

Information Collection Effectiveness
Exercise 1

1. Did the interviewer appear to have a systematic plan?
2. What major topics did the interviewer and interviewee discuss?
3. Were the topics discussed in depth?
4. What major topic did the interviewer ignore that you would have covered?
5. To what degree do you think the interviewer "knows" the interviewee based on his information collection effectiveness?
6. List the strong and weak points in regard to how the interviewer handled this interview.

Strong Points	Weak Points

7. What might be the consequences of this type of information collection effectiveness?
8. In what ways might you have handled this interview differently?

Information Collection Effectiveness
Exercise 2

1. Did the interviewer appear to have a systematic plan?
2. What major topics did the interviewer and interviewee discuss?
3. Were the topics discussed in depth?
4. What major topic did the interviewer ignore that you would have covered?
5. To what degree do you think the interviewer "knows" the interviewee based on his information collection effectiveness?
6. List the strong and weak points in regard to how the interviewer handled this interview.

Strong Points	Weak Points

7. What might be the consequences of this type of information collection effectiveness?
8. In what ways might you have handled this interview differently?

Information Collection Categories and Sub-topics for the Initial Interview

Rehabilitation Counselor
Collection Categories & Sub-topics

I. **Referral**

1. Referral source
2. Client expectations
3. Client feelings
4. Previous contact
5. Previous services
6. Current contact with other agencies
7. Services from other agencies

II. **Disability/Medical**

1. Disability
2. Multiple disability?
3. Duration
4. Stability
5. Previous or current treatment
6. Employment limitations
7. Daily functioning
8. Client feelings

III. **Social**

1. Marital status
2. Living arrangement
3. Dependents
4. Family members attitude
5. Support from non-family
6. Satisfaction with living arrangements
7. Satisfaction with social life
8. Leisure activities

IV. **Economic**

1. Primary source of support
2. Other sources of support
3. Unpaid debts
4. Additional sources of support in the future
5. Medical insurance
6. Client feelings

V. **Work History**

1. Most recent work
2. Weekly earnings for above
3. Length of employment for above
4. Satisfaction with work
5. Performance on job
6. Feelings associated with above
7. Reason for termination
8. [illegible] for previous employment
9. Ability to get along with supervisor(s)
10. Ability to get along with co-workers
11. Present employment status
12. Length of present status
13. Job seeking behavior

VI. **Vocational Goals**

1. Vocational motivation
2. Vocational objective
3. Reason for vocational objective
4. Client's perception of ability to achieve vocational objective
5. Other vocational goals
6. Long range vocational planning

VII. **Education**

1. Highest grade completed
2. If not high school graduate, why?
3. If not high school graduate, has client passed high school equivalency exam?
4. Dislikes about school
5. Favorite subjects
6. Non-favorite subjects
7. Grades
8. Previous vocational training
9. Reaction to vocational training
10. Client feelings

Review of Guidelines for Information Collection

Often it is helpful to obtain a comprehensive understanding of the interviewee during the interview. That understanding is greatly a function of your ability to achieve the objectives found in your interview plan. Although, you do not have to collect every conceivable piece of information about a person, obtain as much information as possible relevant to the achievement of your objectives.

More relevant information will be yielded through your interviews if you:

1. Can discriminate between relevant and irrelevant information to collect,
2. Have a pre-intake interview plan,
3. Systematically explore relevant topic areas,
4. Ask relevant questions at appropriate times but do not act like a "grand inquisitor,"
5. Avoid a "facts with minimum meaning" information collection approach.
6. Facilitate the development of rapport by allowing the interviewee sufficient freedom to express him/herself within a logically structured interview. How to do that will be the focus of our next two sections—Non-Verbal and Verbal Interaction Techniques.

Information Collection Self-Assessment Guide

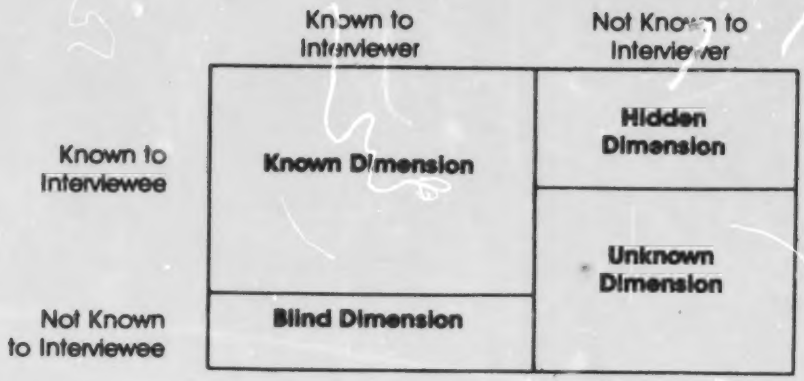
During my interviews, I do the following:

Yes	No	N/A	
___	___	___	1. Review all available pre-interview information on the interviewee prior to the interview.
___	___	___	2. Follow a systematic plan that includes a list of topics to be discussed with the interviewee.
___	___	___	3. Collect only that information which will help me develop an understanding of the person I'm interviewing.
___	___	___	4. Know what information is important and what is not.
___	___	___	5. Avoid a "facts with minimum meaning" information collection approach.
___	___	___	6. Explore the interviewee's feelings, actions, and thinking that relate to the facts being gathered.
___	___	___	7. Systematically explore all relevant topics in depth.
___	___	___	8. Avoid a "shot-gun" approach.
___	___	___	9. Ask myself covert questions to insure indepth exploration of topics.
___	___	___	10. Use questions in moderation.
___	___	___	11. Do not ask for information when I already have it.
___	___	___	12. Remain flexible.

Systematic Interview Programming Format

1. What are my objectives for this interview?
2. What information does the interviewee need from me to achieve those objectives? Specific topics developed in section III.
3. What information do I need from the interviewee to achieve those objectives? Specific topics developed in section IV.
4. What is the most effective and efficient way to exchange that information?
   a. Attract the interviewee in a facilitative manner so that he/she comes to the interview with a positive attitude.
   b. Carry out all the guidelines for effective planning.
   c. Structure the interview setting making it conducive to the exchange of information.
   d. When disseminating information attend to language level used, amount of information in one shot, timing, and interviewee's comprehension of the information.
   e. When collecting information, be selective, avoid a facts with minimum meaning approach, be systematic, and use questions in moderation.

Relevant Information Awareness



Section V

Exchanging Information via Non-Verbal Interaction Techniques

Non-Verbal Interaction Techniques

Purpose of Section V

1. To learn about a set of Non-Verbal Interaction Techniques that serve to initiate the helping process and facilitate the exchange of information.
2. To learn the skills of exchanging information in a non-verbal fashion.
3. To learn the skills of facilitating the information exchange process.
4. To contrast the impact of effective and non-effective use of Non-Verbal Interaction Techniques.
5. To practice Non-Verbal Interaction Techniques.

Definition of Non-Verbal Interaction Techniques

Steps

1. Positioning - posturing the body
2. Observing - seeing the interviewee's non-verbal communication
3. Listening - hearing the interviewee's verbal responses
4. Organizing - labeling and describing what you have seen and heard and deciding and choosing how to verbally respond to the interviewee

Importance of Non-Verbal Interaction Techniques

"What we are speaks so loudly people may not hear what we say"

Objectives of Non-Verbal Interaction Techniques

Step I - Positioning Techniques

Definition of Positioning

Importance of Facilitative Positioning

Objectives of Positioning

Guidelines for Facilitative Positioning

1. Put aside what you are doing and give the interviewee your full attention.
2. Establish a proper distance between you and the interviewee.
3. Face the person squarely.
4. Lean or rotate you body toward the person.
5. Develop eye-contact.
6. Assume and maintain an "open" posture.
7. Maintain a relaxed manner.
8. Refrain from distracting movement.
9. There are special positioning considerations for certain types of interviewees.

Other Guidelines

10.
11.
12.
13.

Possible Results of Non-Facilitative Positioning

1.
2.
3.
4.
5.
6.
7.
8.

Possible Results of Facilitative Positioning

1.
2.
3.
4.
5.
6.
7.
8.

Discriminating Between Effective and Non-Effective Positioning

1. Is the above position helpful or non-helpful?
2. Why?

1. Is the above position helpful or non-helpful?
2. Why?

1. Is the above position helpful or non-helpful?
2. Why?

1. Is the above position helpful or non-helpful?
2. Why?

Step II - Observing The Interviewee

Definition of Observing

Importance of Observing

Objectives of Observing

Guidelines for Facilitative Observing

1. Look at the interviewee's Positioning.
2. Look at the person's grooming.
3. Look for the person's level of activity.
4. Look at the person's gestures.
5. Look at facial expressions.
6. Look for feelings.
7. Look for patterns in the person's non-verbal communication.
8. Non-Verbal cues should present you with hypotheses to be checked out with interviewee.

Other Guidelines

9.
10.
11.
12.

Observing

Exercise 1

1. Is there any evidence that the interviewer practiced effective Observing?

2. What major mistakes did he make?

3. What are some things you learned about the interviewee just by observing him?

4. What might be the possible results of this type of Observing?

Exercise 2

1. Is there any evidence that the interviewer practiced effective Observing?

2. What major mistakes did he make?

3. What are some things you learned about the interviewee just by observing him?

4. What might be the possible results of this type of Observing?

Observing

Exercise 3

Discriminating Between Descriptive Data & Inferences/Hypotheses

Check each of the following as:

a. Descriptive Data
b. Inference or Hypothesis

_____ 1. tapping foot
_____ 2. friendly person
_____ 3. slumping in chair
_____ 4. depressed, unhappy
_____ 5. strange person
_____ 6. blue tie, orange shirt, patched blue-jeans
_____ 7. walking, dragging foot and limping
_____ 8. crazy as a bessie-bug
_____ 9. ready to be intimate
_____ 10. smiling, looking into my eyes, holding out hand

Exercise 4

Observations of Trainer

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Step III - Listening Techniques

Definition of Listening

Importance of Listening

Objectives of Listening

Guidelines for Effective Listening

1. Resist internal distractions.
2. Initially suspend judgement.
3. Have goals for Listening.
4. Listen to the actual words of the speaker that describe the situation he/she is talking about.
5. Listen for a description of what the speaker says to him/herself about the situation.
6. Listen for feelings.
7. Listen for a description of the person's behavioral actions in a situation.
8. Listen for the speaker's major area of concern.
9. Listen for common themes.
10. Listen to the speaker's tone of voice.
11. Be aware of any inconsistencies in the speaker's communication.
12. Communicate your attentiveness.
13. Wait before responding verbally.

Other Guidelines

14.
15.
16.
17.

Listening

Exercise 1

1. Is there any evidence that the interviewer practiced effective Listening?

2. What major mistakes did he make?

3. Which of the guidelines for effective Listening can you be sure he performed?

4. What are some things you learned about the interviewee just by listening to her?

5. What might be the results of this type of Listening?

Exercise 2

1. Is there any evidence that the interviewer practiced effective Listening?

2. What major mistakes did he make?

3. Which of the guidelines for effective Listening can you be sure he performed?

4. What are some things you learned about the interviewee just by listening to her?

5. What might be the results of this type of Listening?

Listening Practice Exercise

Discussion Topics:

1. Interracial marriages—good or bad? Why?
2. Premarital and extramarital sex. Acceptable or not? Why?
3. Double sex standards for men and women. For or against? Why?
4. Equal employment opportunities for men and women.

Discussion Questions:

1. Was it difficult to listen to the other person? If so, why?
2. Did you have difficulty formulating your thoughts and listening at the same time?
3. Did you experience any of the signs of making judgements?
4. Were you able to feed back to the Speaker what you heard without any inconsistencies?

Step IV - Organizing

Definition of Organizing

Importance of Organizing

Objectives of Organizing

Guidelines for Effective Organizing

1. Behaviorally orient your interview.
2. Be aware of the multi-modal aspects of the person's behavior.
3. Describe the event which the person is communicating about.
4. Describe what the persons says to him/herself about the event.
5. Describe any affective response the person experiences.
6. Describe the person's overt actions.
7. Focus your attention on the most dominant dimensions of behavior and decide what to respond to.
8. Choose the most facilitative verbal response to make.

Other Guidelines

9.
10.
11.
12.

Behavioral Response Classes

Sensory Responses	Cognitive Responses	Emotional Responses	Somatic/motor Responses
Sensing	Thinking	Feeling	Acting
What a person sees, hears, etc.	What a person says to self about what he/she sees and hears	How a person feels	The overt actions performed by the person

Notes:

Organizing

Exercise 1

1. Is there evidence that suggest the interviewer practiced effective Organizing?

2. If so, what is it?

3. What major mistakes did she make?

4. Which of the guidelines for effective Organizing did she perform?

5. Which ones did she ignore?

6. What might be the results of this kind of Organizing actions?

Exercise 2

1. Is there evidence that suggest the interviewer practiced effective Organizing?

2. If so, what is it?

3. What major mistakes did she make?

4. Which of the guidelines for effective Organizing did she perform?

5. Which ones did she ignore?

6. What might be the results of this kind of Organizing actions?

Speaker Topics

I am most happy whenever _____ .

I get most angry whenever _____ .

I get scared whenever _____ .

I get sad whenever _____ .

My most disappointing moment was when _____ .

My happiest moment was when _____ .

My saddest moment was when _____ .

My most terrifying moment was when _____ .

Organizing
Exercise 3

Guide for Effective Organizing

1. Listen and Observe the Speaker very attentively.
2. When Speaker has finished talking utilize the guide below to process what you have seen and heard.
3. You may not have information for every area, but try to describe as many as possible.
   a. Describe the event Speaker is talking about: What has he/she seen, heard, etc.

   b. Describe any affective reaction either mentioned by Speaker or observed by you:
      happy _____
      sad _____
      mad _____
      scared _____
      confused _____
      indifferent _____
   c. Describe any actions either mentioned by Speaker or observed by you:

   d. Describe Speaker's thoughts about the event: What is he/she saying about the event? (i.e., assumptions, beliefs, expectations, etc.)

Summary of Section V

Putting It Together

1. A set of Non-Verbal Interaction Techniques has been introduced that serves to initiate the helping process and facilitate the exchange of information within the interview. They are:

Positioning

attention
distance
face squarely
incline body toward
eye-contact
open-posture
relaxed
no distracting movements

Observing

person's positioning
grooming
level of activity
gestures
facial expressions
feelings
patterns

Listening

no internal distractions
suspend judgement
goals
actual words
self-talk
feelings
actions
area of concern
themes
tone of voice
inconsistencies
attentiveness
wait

Organizing

behaviorally oriented
multi-modal behavior
sensory responses
cognitive responses
affective responses
somatic/motor responses
dominant dimensions
choose verbal responses
verbally respond

2. Remember you can exchange a gread deal of information without ever saying a word. You collect much information through the Observing and Listening techniques. You disseminate much information by the way you position, observe and listen.

3. The information, however, must be arranged and organized into some fashion to be meaningful. Organizing techniques facilitate that process.

4. The outcomes of Non-Verbal Interaction Techniques are obvious. You can respond, non-verbally, in a helpful or non-helpful way. You can facilitate or retard the information exchange process without saying anything.

5. You retard the information exchange process by:

   a. Facing away from the person you are interviewing.
   b. Trunk lean and rotation of the body would not be toward the person.
   c. Crossing the legs and/or folding the arms assuming a closed position.
   d. Being too tense or too relaxed. Extremes.
   e. Not establishing eye contact.
   f. Not even looking toward the person.
   g. Not knowing what to look for in Observing.
   h. Missing the interviewee's non-verbal communication.
   i. Not taking precautions against distractions.

j. Making judgements about what the person is saying before he/she finishes talking.
k. Interrupting a lot.
l. Not having goals or reasons for Listening.
m. Not communicating that you are listening by facial expressions, smiling, hand gestures, head nodding, etc.
n. Not having a systematic method to organize the information collected.

5. The consequences of these behaviors, of course, are:

a. No involvement.
b. Disinterest and non-concern communicated.
c. You won't really see or hear the interviewee.
d. You will not understand the person.
e. You will not be prepared to respond verbally to the interviewee.
f. Verbal response will be non-helpful.
g. Interaction will be either destructive or friendly discussion; most likely destructive.
h. Information exchange will be on a superficial level.
i. The interviewee will most likely see you as ineffective.

7. But on the other hand, you facilitate the information exchange process by:

a. Putting aside what you are doing and giving the person your total attention.
b. Facing the person squarely.
c. Leaning or rotating your body toward the person.
d. Maintaining a relaxed manner.
e. Looking toward the person.
f. Maintaining a comfortable distance from the person you are interviewing.
g. Maintaining an open posture.
h. Being aware of the person's non-verbal communication.
i. Initially suspending judgement.
j. Communicating attentiveness by smiling, nodding head, hand gestures, etc.
k. Arranging and organizing collected information into some sort of systematic fashion so that helpful feedback can be given.

8. The consequences of these behaviors and a good indication that you have been practicing Facilitative Non-Verbal Interaction Techniques are:

a. There will be involvement.
b. The other person will feel free to talk and exchange information.
c. You will understand the person.
d. You will be prepared to respond verbally at a facilitative level.
e. Interest and concern will be communicated.
f. The interviewee will think you are open and not closed to his/her thinking, feelings, and actions and will therefore share more.
g. The helping process will be set into motion.
h. The interviewee will see you as a significant other.
i. Information exchanges will be more meaningful and relevant.

Interaction Techniques Self-Rating Guide

Part I - Non-Verbal Behavior Check List

During an interview I perform the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Put aside what I am doing and give the person my total attention.
___	___	___	2. Establish a proper distance between me and the interviewee.
___	___	___	3. Face the person squarely.
___	___	___	4. Lean or rotate my body toward the person.
___	___	___	5. Develop and maintain eye-contact.
___	___	___	6. Assume and maintain an "open" posture. Do not cross arms and legs.
___	___	___	7. Maintain a relaxed position.
___	___	___	8. Refrain from distracting movements (fidgeting, etc.).
___	___	___	9. Observe the person's posturing.
___	___	___	10. Observe the person's personal appearance.
___	___	___	11. Observe and determine the person's level of activity.
___	___	___	12. Observe the person's facial expressions.
___	___	___	14. Look for and determine the person's feelings from the person's non-verbal communication.
___	___	___	15. Look for patterns in the person's non-verbal communication.
___	___	___	16. Develop hypotheses based on the person's non-verbal cues.
___	___	___	17. Resist internal distractions. Focus my total attention on the person and not think about extraneous things.
___	___	___	18. Initially suspend judgement. I show none of the evidence of judgemental thinking such as interrupting the person, obvious affective reactions, etc.
___	___	___	19. Have goals for listening. I know exactly what I am listening for and listen systematically.
___	___	___	20. Listen to the actual words of the person that describe the situation he/she is talking about. I hear exactly what the person says he/she sees, hears, senses, etc.
___	___	___	21. Listen for a description of what the person says to self about the situation being discussed.
___	___	___	22. Listen for and determine the person's feelings from his/her verbal expressions.
___	___	___	23. Listen for the person's description of his/her behavioral actions in the situation.
___	___	___	24. Listen for and focus on the person's major area of concern.

___ ___ ___ 25. Listen for common themes in the person's verbal expressions.

___ ___ ___ 26. Listen to person's tone of voice: volume, intensity, rapidity, etc.

___ ___ ___ 27. Am aware of any inconsistencies in the person's communication especially between verbal and non-verbal communication.

___ ___ ___ 28. Communicate my attentiveness by varied facial expressions, smiling, head nods, hand gestures, etc.

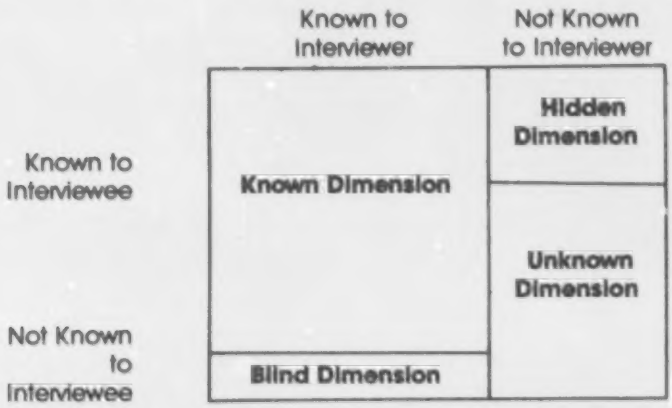
___ ___ ___ 29. Wait before responding verbally.

___ ___ ___ 30. Systematically organize, process, and label what the person has seen and heard in a facilitative manner.

Systematic Interview Programming Format

1. What are my objectives for this interview?
2. What information does the interviewee need from me to achieve those objectives?
   a. Specific topics developed in section III.
   b. Knowledge of my attitude that demonstrates respect, positive regard, concern, attentiveness, involvement, etc.
3. What information do I need from the interviewee to achieve those objectives?
   a. Specific topics developed in section IV.
   b. Knowledge of interviewee's attitude, involvement, behavioral responses such as his/her sensing, thinking, feeling, and acting.
4. What is the most effective and efficient way to exchange that information?
   a. Attract the interviewee in a facilitative manner so that he/she comes to the interview with a positive attitude.
   b. Carry out all the guidelines for effective planning.
   c. Structure the interview setting making it conducive to the exchange of information.
   d. When disseminating information attend to the language level used, amount of information in one shot, timing, and interviewee's comprehension of the information.
   e. When collecting information, be selective, avoid a facts with minimum meaning approach, be systematic, and use questions in moderation.
   f. Practice effective positioning, observing, listening, and organizing actions.

Relevant Information Awareness



Section VI

Exchanging Information via Verbal Responding

Exchanging Information via Verbal Responding

Purpose of Section VI

1. To learn about Moment-to-Moment Verbal Interaction Techniques that are used most frequently to collect and disseminate information during an interview.
2. To learn the different uses of Moment-to-Moment Responses.
3. To learn how to identify Moment-to-Moment Responses that are used to exchange information.
4. To learn about response modes/styles that are used most frequently to exchange information during an interview.
5. To learn how to identify major response modes/styles.
6. To contrast effective and non-effective response modes/styles.
7. To synthesize and integrate everything learned up to this point by examining Interaction Profiles which include total interviews instead of Moment-to-Moment Responses.
8. To practice a facilitative response style.

Definition of Verbal Interaction Techniques

Step I - Moment-to-Moment Responses During the Interview

Definition of Moment-to-Moment Responses

Common Moment-to-Moment Responses

1. The Continue Response
2. The Restricted-Focus Response
3. The Exploratory-Focus Response
4. The Check Response
5. The Declarative Response
6. The Self-Expressive Response
7. The Interpretive Response

Importance of Moment-to-Moment Responses

The Continue Response

Definition:

Common descriptors:

attending behavior
minimal encouragement to talk

Common examples:

Verbal:	"um-hum" "yes" "right" "yea"
Non-Verbal:	body posture head nods smile hand gestures

Importance:

Common uses:

The Restricted-Focus Response

Definition:

Common descriptors:

closed-ended questions
binary-focus responses

Common examples:

How old are you?
What is your name?
What is your social security number?
Have you been here before?

Importance:

Common Uses:

The Exploratory-Focus Response

Definition:

Common descriptors:

open invitation to talk
open-ended questions/statements
non-binary focus responses

Common examples:

Tell me more about . . .
What do you think about this plan?
Describe the situation to me.
How did it happen?

Importance:

Common uses:

The Check Response

Definition:

Common descriptors:

reflections
verifications
paraphrasing
restatement

Common examples:

You mean . . .
You're happy because you . . .
I understand you saying . . .
Essentially then . . .

Importance:

Common uses:

The Declarative Response

Definition:

Common descriptors:

Informing
Statement-of-fact
Instructions
Explanation

Common examples:

Our Agency can do this . . .
His/her office is located . . .
You scored at the 95th percentile . . .
To be eligible you must . . .

Importance:

Common uses:

The Self-Expressive Response

Definition:

Common descriptors:

advice
support-approval-assurance
opinion
self-disclosure

Common examples:

I think you should . . .
I'm really concerned about you.
Oh, I think you will be okay.
I don't like that.

Importance:

Common uses:

The Interpretive Response

Definition:

Common descriptors:

Interpretations
Diagnostic response
Analysis

Common examples:

You feel and act . . . because you think irrationally (from rational-emotive theory).

That is a result of oral regression (from psychoanalytic theory).

Your parent has contaminated your adult which has upset your child (from transactional analysis theory).

Importance:

Common uses:

Identifying Verbal Interaction Techniques
Moment-to-Moment Responses

Exercise 1

The purpose of this exercise is to see if you can recognize and identify the types of major Verbal Responses just discussed. This exercise is one step toward helping you become aware of your own Moment-to-Moment Responses and possibly enabling you to expand your response repertoire. Read the following interviewer statements and then classify the responses as one of the seven major verbal interaction responses: Continue, Restricted-Focus, Exploratory-Focus, Check, Declarative, Self-Expressive, or Interpretive.

Classification	Interviewer Response
_____	1. Hello, Joe. How are things going for you today?
_____	2. Um-hum, I see.
_____	3. What is your social security number?
_____	4. That must have been a bad experience for you.
_____	5. The experience you are having now is a result of your ego states being in conflict.
_____	6. I think you should go ask him first.
_____	7. Go down Short Street three blocks and turn left.
_____	8. Tell me more about that.
_____	9. Tell me a little about your family.
_____	10. Is that your major source of support?
_____	11. When that happens you regress back to an earlier stage of development when things were much simpler.
_____	12. I think you would have a difficult time if you went that route.
_____	13. You're really angry.
_____	14. I see.
_____	15. That school ranks in the top three in the nation.
_____	16. Everyone has a bad day.
_____	17. The reason you eat so many sweets is because you think that is the only way you can get the sweetness you crave from your spouse.
_____	18. That job requires . . .
_____	19. Yeah, yeah.
_____	20. How many children do you have?
_____	21. Let's see now, you are twenty-eight years old.
_____	22. That's why you reach for alcohol each time that happens. Smoking is another sign that you basically have an oral personality.

_____ 23. How do you think this agency can help you?

_____ 24. My role during this one process will be to . . .

_____ 25. Are you on medication now?

_____ 26. Okay.

_____ 27. I did the same thing once and the way it turned out for me was . . .

_____ 28. You resent it very much.

_____ 29. I hear what you are saying, you don't want to.

_____ 30. I wouldn't do that if I were you.

_____ 31. Go on.

_____ 32. What grade did you complete in school?

_____ 33. The test will have a 50 minute time limit.

_____ 34. What do you think about those possibilities?

_____ 35. You keep doing that because of your childhood experiences with people in subways.

Interaction Techniques Classification Form

Response	Descriptor	Example	Effect
1. Continue	Minimal encouragement to talk	"Um-hum" Gestures	Encourages the person to keep talking without interruption.
2. Restricted-Focus	Closed-ended question	"How old are you?" "How many children do you have?"	Indicates to the person that a specific bit of information is needed. Limits the person's response.
3. Exploratory-Focus	Open-ended response	"Tell me more about . . ." "What happened then?"	Facilitates the person's elaboration of a point. Allows the person more flexibility of expression.
4. Check	Reflection	"Essentially then . . ." "You mean . . ."	Indicates to the person that the interviewer understands what he/she is saying.
5. Declarative	Information response	"I will do . . . for you." "Our agency can . . ."	Gives objective information of a factual nature to the person.
6. Self-Expressive	Advice Support Opinion	"This is the way I see it . . ."	Gives information from the interviewer's frame of reference.
7. Interpretive	Analysis Interpretation	"You do that because of an uncontrolled ego state."	Gives insight and meaning based on theory.

Interaction Techniques Classification Form: Worksheet

	Type of Response						
	Continue	Restricted-Focus	Exploratory-Focus	Check	Declarative	Self-Expressive	Interpretive
Total							
Percent							

Guidelines for the Facilitative Use of Moment-to-Moment Responses

1. Use exploratory-focus and check responses to open an interview.
2. Use exploratory-focus responses to gather information from the interviewee's perspective.
3. Utilize exploratory-focus and check responses to break unproductive pauses during the interview.
4. Use exploratory-focus, check, and continue responses frequently to build, strengthen, and maintain rapport.
5. Use exploratory-focus, check, and continue responses when you want to gather additional information about a topic being discussed.
6. Use exploratory-focus, check, and continue responses to facilitate interviewee self-exploration.
7. Use restricted-focus responses to gather specific bits of information.
8. Use restricted-focus responses to narrow the area of conversation.
9. Use continue responses freely to encourage the interviewee to keep talking without interrupting his/her momentum.
10. Utilize check responses to communicate your understanding of what the other person is saying.
11. Use declarative responses to present factual information needed by the interviewee.
12. Make your declarative responses as descriptive in character and neutral in tone as possible.
13. Make your declarative responses in a language the interviewee can understand.
14. When you think the interviewee can benefit from information from your own frame of reference, use self-expressive responses.
15. Avoid self-expressive responses in the form of inappropriate advice.
16. Avoid self-expressive responses that communicate low levels of respect and negative regard.
17. When interpretive responses are called for make them at the interviewee's level of understanding.

Other Guidelines

18.

19.

20.

Using Moment-to-Moment Responses

When You Want To	Utilize the Following Response	Examples of How	Why
Open an interview	Exploratory-focus	"Let's begin by you telling me what brings you here."	Focuses interview on the concerns of the interviewee
	Check	"You look a little anxious today."	
Gather information from the interviewee's perspective	Exploratory-Focus	"What are you thinking right now?" "Tell me more about . . ."	Enables you to avoid imposing your own diagnostic biases into the information process and minimizes categorical and labeling biases
To break unproductive pauses—Get the interviewee to start talking again after a lapse in discussion	Exploratory-Focus	"Tell me what you are thinking right now."	Encourages interviewee to talk with many alternatives for self-expression
	Check	"You seem to have a loss for words right now."	
Build, strengthen, and maintain rapport	Exploratory-Focus	"Tell me what you are experiencing right now."	Communicates attentiveness, interest, concern, involvement, and allows the interviewee free expression thus focusing the interview on his/her concerns
	Check	"It seems that you think you . . ."	
	Continue	"Um-hum"	
Gather additional information about a topic being discussed	Exploratory-Focus	"Tell me more about . . ."	Facilitates the interviewee's elaboration of a point
	Check	"Essentially then you think . . ."	
	Continue	"Yea"	
Facilitate interviewee self-exploration	Exploratory-Focus	"Tell me a little about yourself."	Communicates attentiveness, interest, concern, involvement, and allows the interviewee free expression thus focusing the interview on his/her concerns
	Check	"You are angry because you . . ."	
	Continue	"Um-hum"	

When You Want To	Utilize the Following Response	Examples of How	Why
Gather a specific bit of information	Restricted-Focus	"How old are you?"	Most direct means of gathering specific bits of information
Narrow the area of conversation	Restricted-Focus	"How old are you?"	Focuses the interviewee's attention on a certain issue
Encourage the interviewee to keep talking without interrupting his/her momentum	Continue	"Um-hum"	Communicates attentiveness, interest, concern and involvement
Communicate understanding so as to get additional information	Check	"You're really tense."	Lets the interviewee know you understand and encourages continued talking
Give the interviewee factual objective	Declarative	"Our agency will do this . . ."	Gives the interviewee information not readily available to him/her
To express assurance and support	Self-Expressive	"I think you can do it."	Sometimes needed during helping interview
To disclose something about self to the interviewee	Self-Expressive	"I once had that same experience, I . . ."	Sometimes needed during helping interview
Give the interviewee information from your own frame of reference	Self-Expressive	"This is the way I see it."	Sometimes needed during helping interview
Explain the meaning of the interviewee's experience	Interpretive	"You do that because . . ."	Creates meaning and helps provide insight

*All verbal interaction techniques are used in conjunction with facilitative non-verbal interaction techniques.

Step II - Major Response Styles During the Interview

Definition of Response Styles

Information Collection Styles

The Listener
The Interrogator
The Explorer
The Reflector

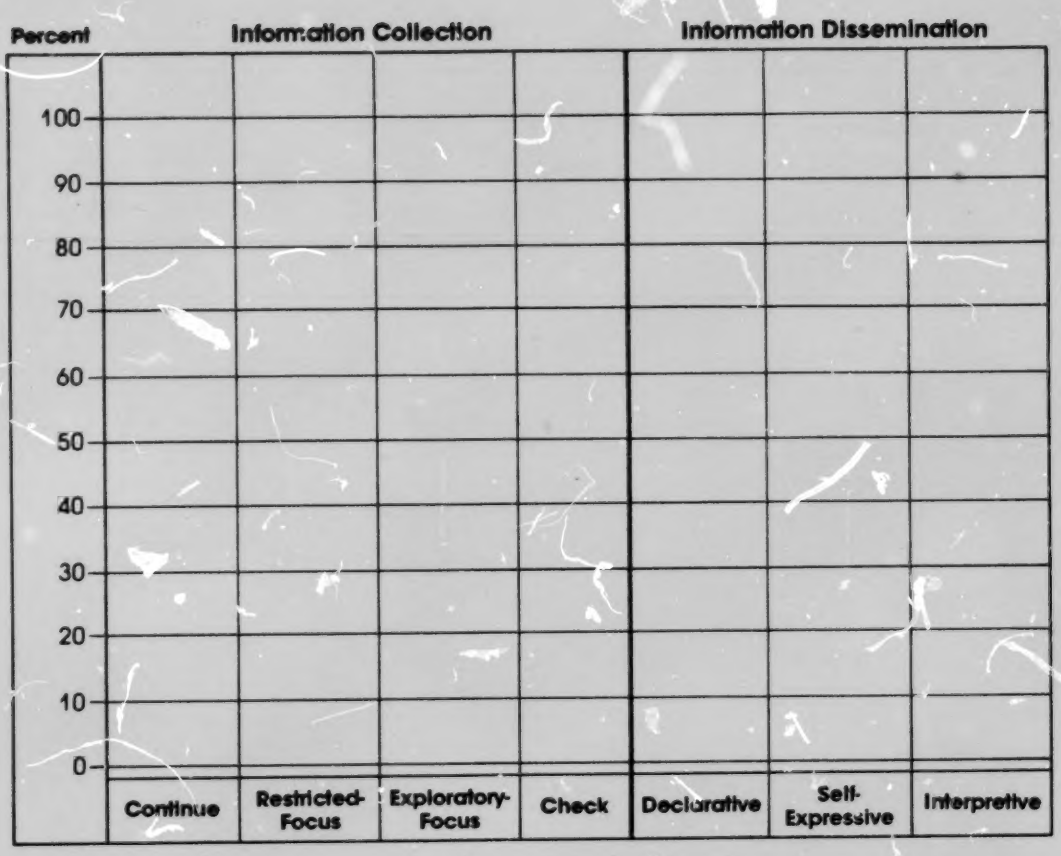
Information Dissemination Styles

The Informer
The Self-Expresser
The Interpreter

Importance of Interaction Styles

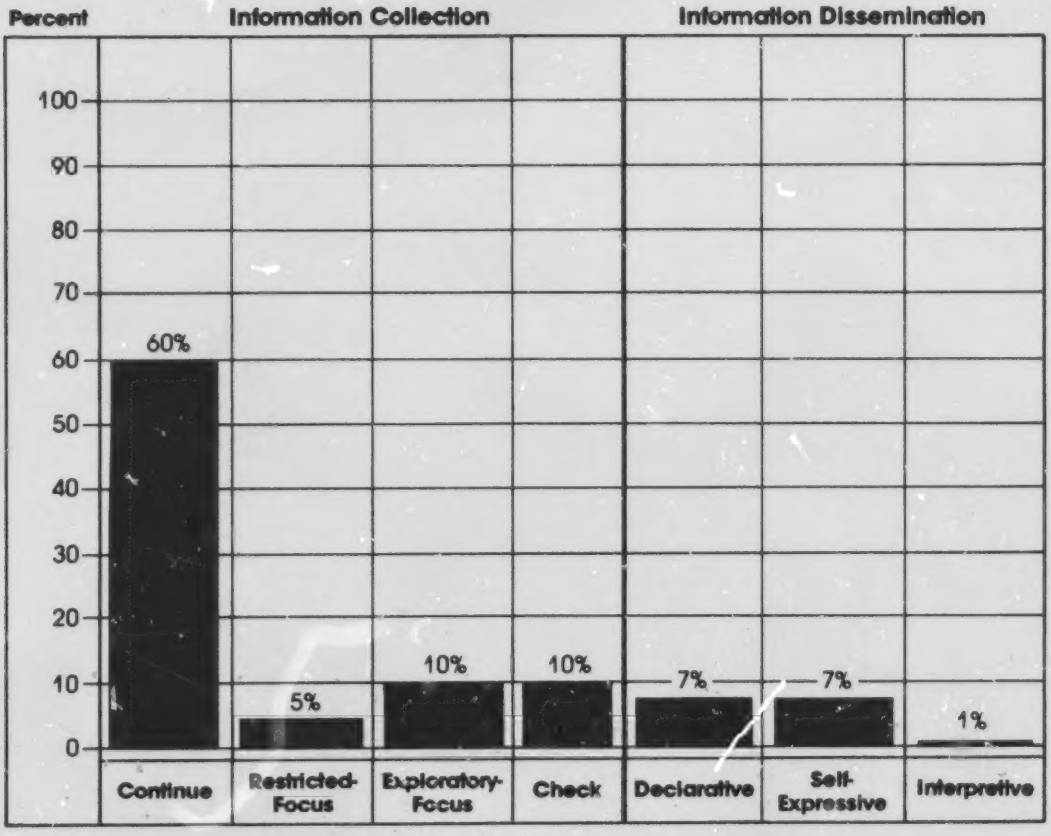
Objectives of Interaction Styles

Interview Profile



Out of Balance Interaction Styles
Too Much of A Good Thing

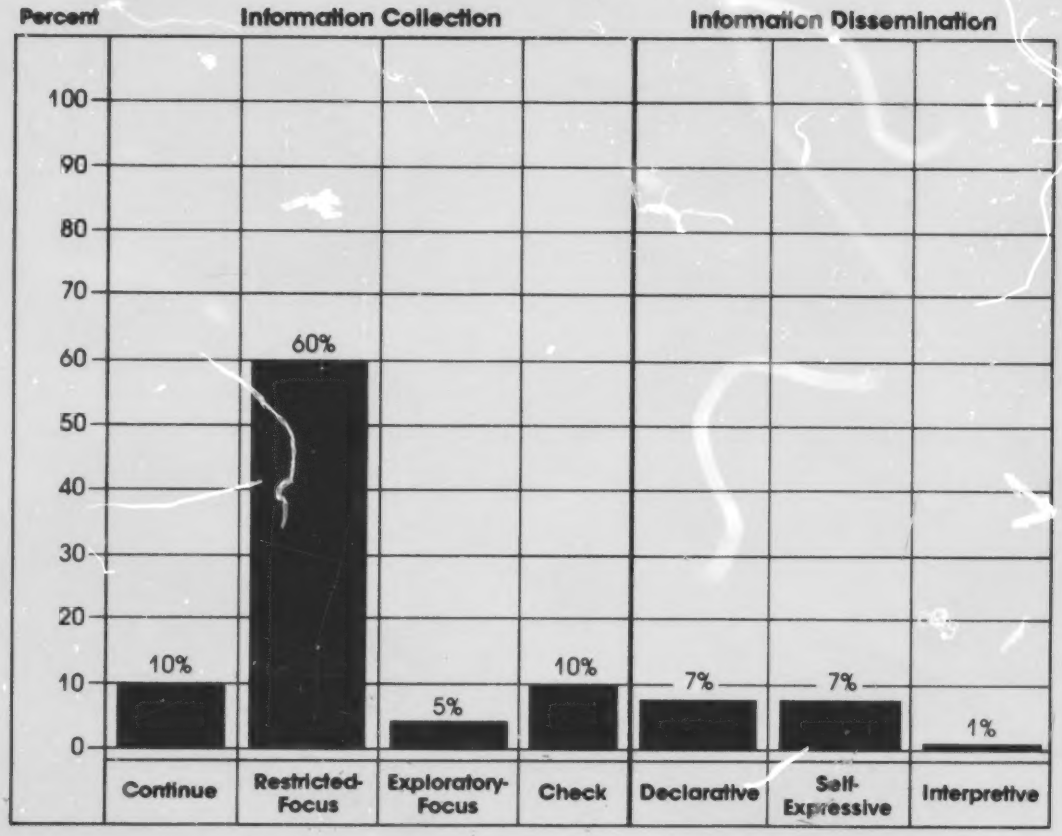
The Listener



Description of The Listener

Possible effect on the interviewee and the interview process

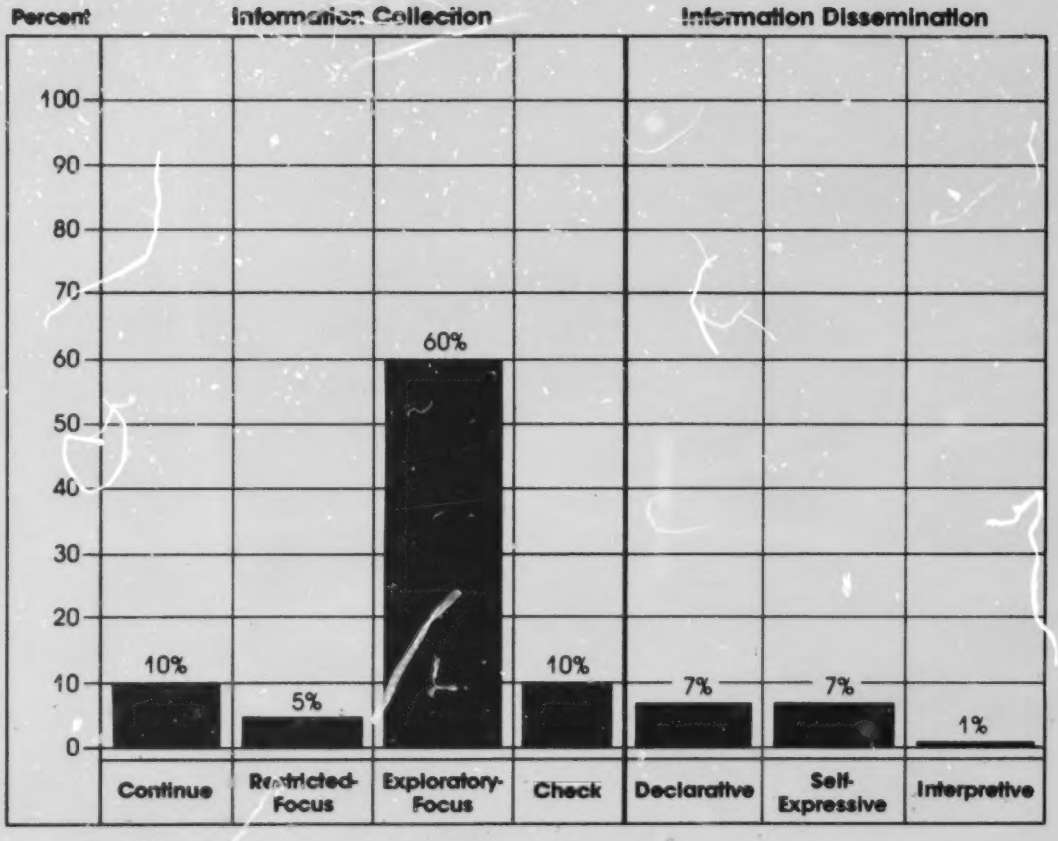
The Interrogator



Description of The Interrogator

Possible effect on the interviewee and the interview process

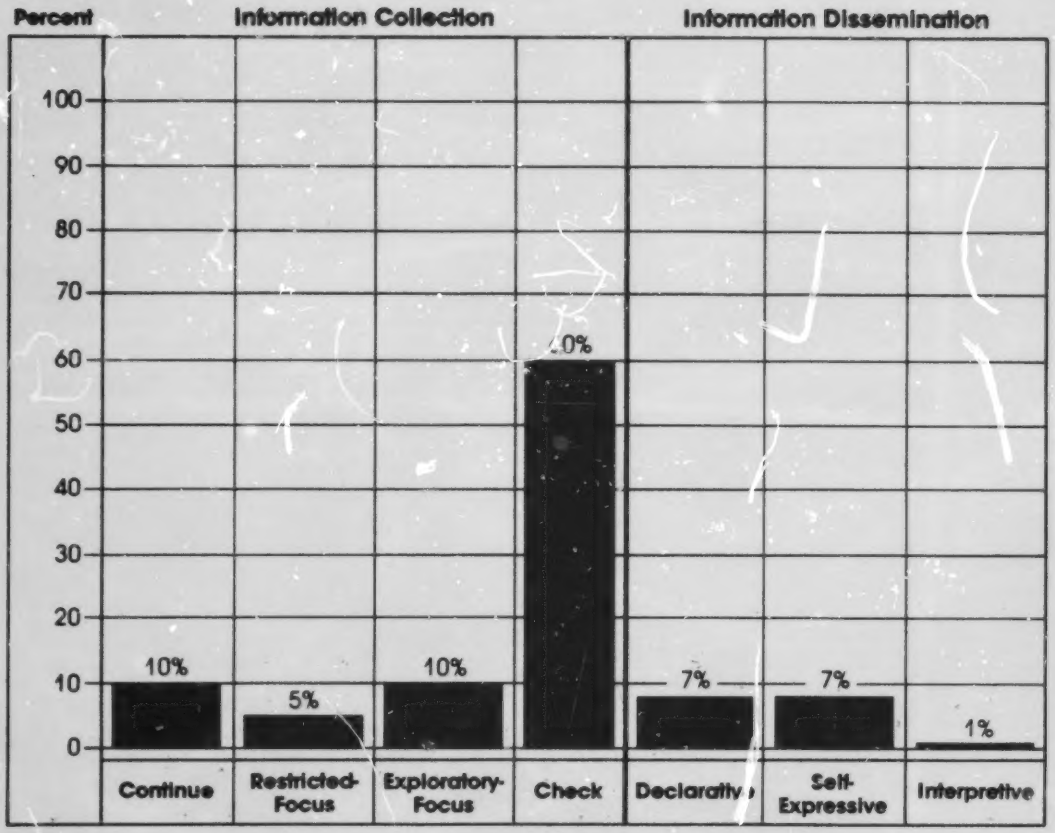
The Explorer



Description of the Explorer

Possible effect on the interviewee and the interview process

The Reflector

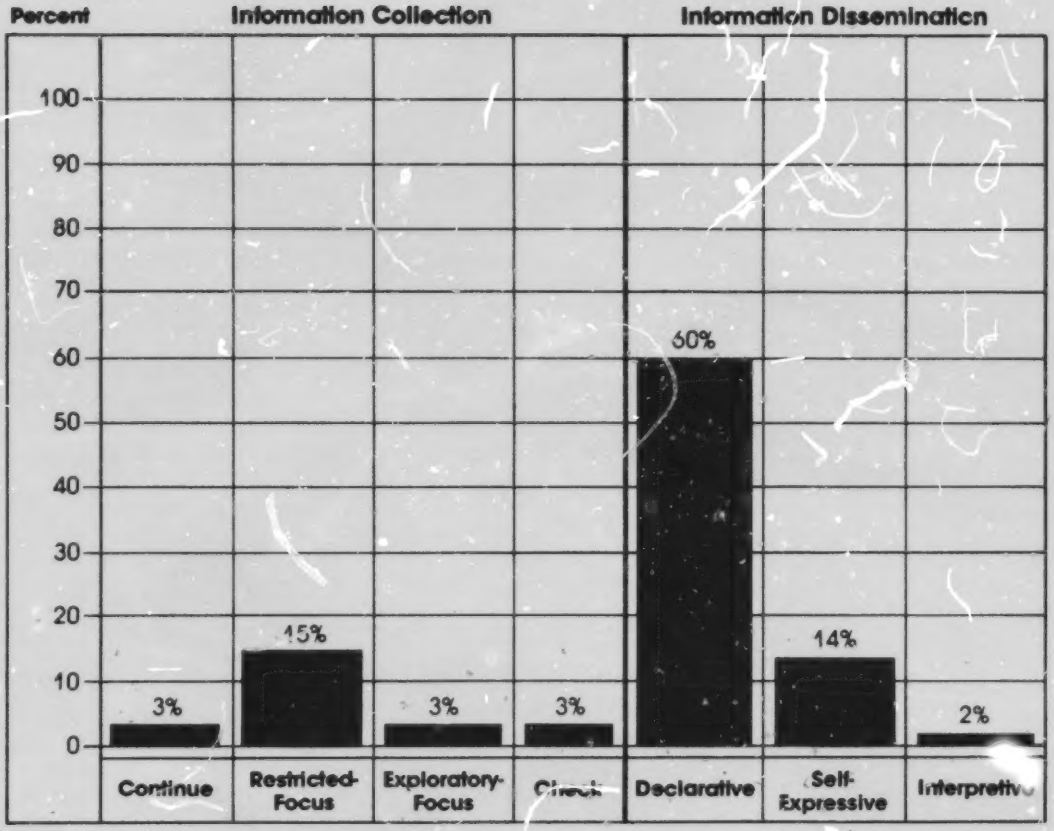


Description of the Reflector

Possible effect on the interviewee and the interview process

Information Dissemination Profiles: Response Modes/Styles of Giving Information

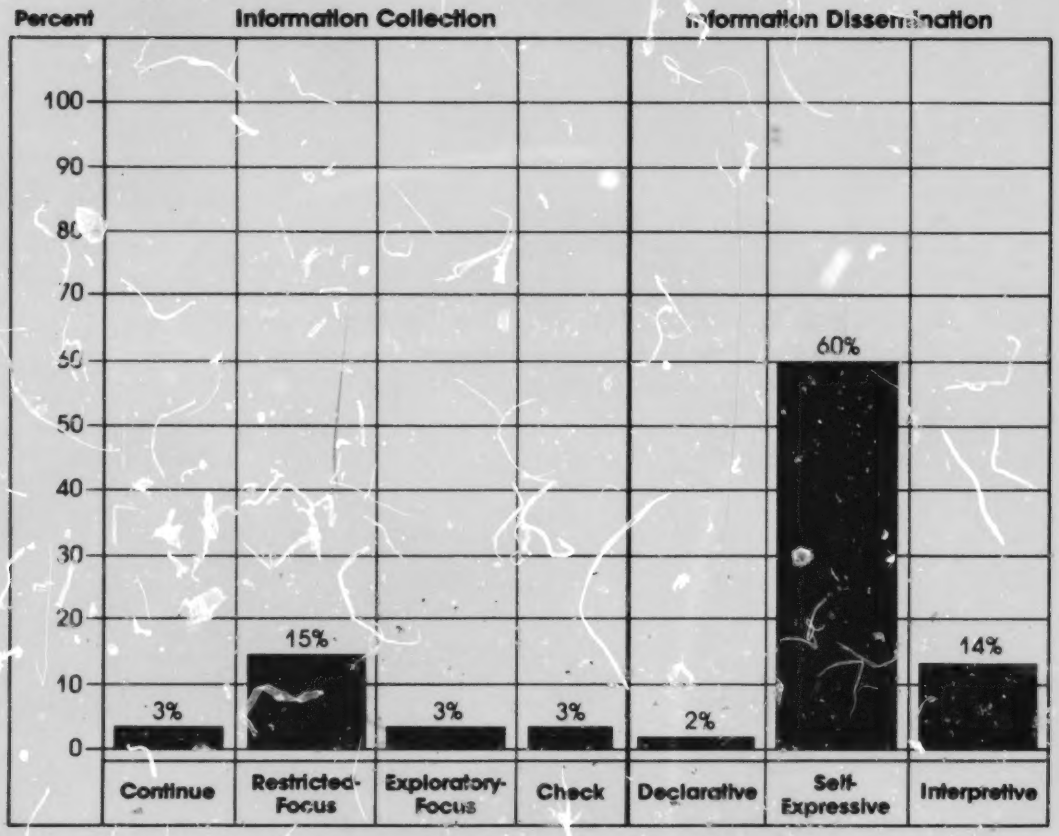
The Informer



Description of The Informer

Possible effect on the interviewee and the interview process

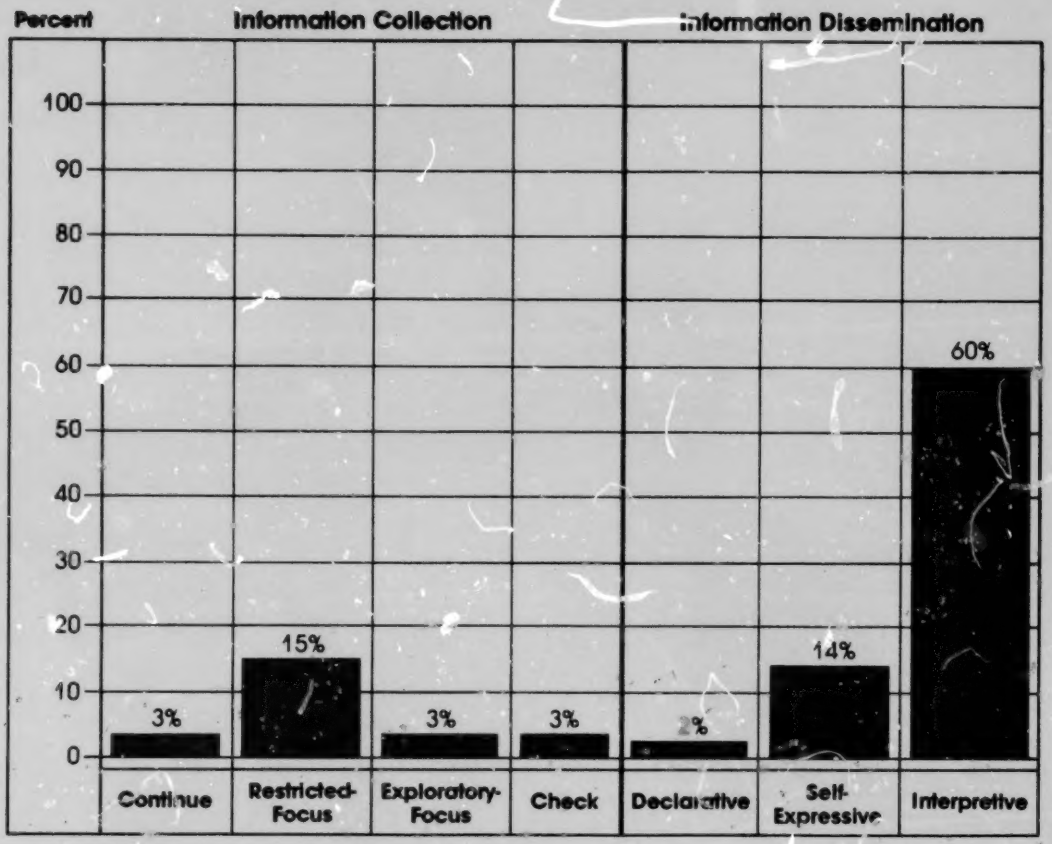
The Self-Expresser



Description of The Self-Expresser

Possible effect on the interviewee and the interview process

The Interpreter



Description of the Interpreter

Possible effect on the interviewee and the interview process

Guidelines for a Facilitative Response Style

Behold The Facilitator:

1. Encourage the person to appear for an interview by practicing facilitative attracting actions.
2. Plan the interview.
3. Structure the interview setting to facilitate the information exchange process.
4. Assume a position to exchange information in the most effective manner.
5. Observe the person.
6. Actively Listen to the person.
7. Organize the information you have collected in a systematic fashion.
8. Open the interview with responses that will focus on the concerns of the interviewee.
9. Continue to facilitate the information exchange process by focusing on the concerns of the interviewee.
10. Allow the person as many alternatives for self-expression as possible.
11. Facilitate the person's elaboration of topics.
12. Use responses that tend to widen the interviewee's perceptual field.
13. "Train" the interviewee to freely express him/herself.
14. Establish this "training" process early.
15. Build, strengthen, and maintain a positive relationship.
16. Communicate your attentiveness, concern, and involvement.
17. Avoid the use of questions as your **only** tool for gathering information.
18. Frequently, let the person know you are hearing him/her correctly.
19. Communicate your empathic understanding of the person frequently.
20. Do not hesitate to clear up your thinking as to what the person may mean in what he/she is communicating.
21. Break unproductive pauses during the interview with responses that keep the focus on the interviewee.
22. When factual information is needed by the interviewee utilize declarative responses appropriately.
23. When information from your own frame of reference seems appropriate, use self-expressive responses wisely.
24. When interpretations appear appropriate utilize interpretive responses wisely.

Other Guidelines

25.

26.

27.

28.

Interaction Styles

The Listener: "Um-hum, keep talking."
The Interrogator: "Are You?" "Did you?" "Do you?"
The Explorer: "Tell me more . . ."
The Reflector: "This is how I hear you."
The Informer: "Here is some information."
The Self-Expresser: "This is how I see it."
The Interpreter: "This is what it means."

Notes:

Suggestions for a Facilitative Interaction Style

Use What	When You Want To	Why	How
Planning Actions	Guide the interview	Enhance chances of achieving objectives	Systematic Interview Programming Actions
Structuring Actions	Fosters a conducive climate for Information Exchange	Eliminates distractions	Systematic Interview Programming Actions
Positioning	Engage a person	Communicates attentiveness, involvement, & concern	Posture
Observing	Collect non-verbal information and communicate respect	Enables you to really "see" the other person	Look at the person
Listening	Collect verbal information and communicate respect	Enables you to really "hear" the other person	Active Listening Techniques
Organizing	Organize and process information	Allows you to respond facilitatively to the other person	Systematically organizes information
Exploratory-Focus & Check Responses	Open the interview	Focuses interview on concerns of the interviewee	"What can I do for you today?" "You look quite excited about something."
Exploratory-Focus Responses	Gather information from the interviewee's frame of reference	Avoids imposing your own biases into information gathering process	"What do you think about it?"
Continue, Check, & Exploratory-Focus Responses	Build, strengthen & maintain a positive relationship	Facilitates rapport	"Uh-hum" "You seem down today." "Describe your reaction."

Use What	When You Want to	Why	How
Continue, Check, & Exploratory-Focus Responses	Allow the interviewee as many alternatives for self-expression as possible	Does not restrict expression. Encourages expression	"Uh-hum" "So you don't see it that way." "Describe the situation."
Exploratory-Focus Responses	Widens the interviewee's perceptual field	Solicit the person's views, opinions, thoughts, & feelings	"How do you see it?"
Exploratory-Focus, Check, & Continue Responses	Focus on concerns of the interviewee	Allows interviewee freedom of expression	"What do you think of it?" "You're really angry about that." "Uh-hum"
Exploratory-Focus, Check, & Continue Responses	Facilitate elaboration of topic	Encourages narrative type responding instead of short quick answers	"Tell me more about." "This is what I hear you saying . . ." "Uh-hum"
Exploratory-Focus Responses	Train the interviewee to respond more openly	Encourages narrative statements instead of short quick answers	"Describe your reaction."
Exploratory-Focus, Check, & Continue Responses	Set a pattern that facilitates free expression	Avoids a pattern that discourages free expression	"How did you do/see that?" "You seem depressed today." "Uh-hum"
Exploratory-Focus & Check Responses	Avoid questioning as only tool for gathering information	Allow alternate forms of information gathering	"Tell me more about . . ."
Non-Verbal Interaction Techniques & Continue Responses	Communicate your attentiveness, concern, and involvement	Communicates respect	Position, Observe, Listen, Label, "Uh-hum," head nods, hand gestures

Use What	When You Want to	Why	How
Restricted-Focus	Gather strictly factual information	Most direct means	"How old are you?"
Check Responses	Let the interviewee know how you hear him/her	Communicates understanding	"What I hear you saying is . . ."
Check Responses	Clear up your thinking as to what the interviewee means	Provides opportunity to clarify any misunderstanding	"Essentially then you want to . . ."
Exploratory-Focus & Check Responses	Break unproductive pauses during interview	Keeps the focus on the interviewee and encourages self-expression	"What are you thinking right now?" "You seem a little confused."
Declarative Responses	Give factual information	Provides interviewee with needed information not readily available to him	"Our agency can do this . . ." (Descriptive in character, neutral in tone & in a language person can understand)
Self-Expressive Responses	Give information from your frame of reference	Sometimes helpful during interview	"You can do it." (Avoid advice giving, preaching, blaming, exhorting, placating, cajoling, intellectualizing, etc.)
Interpretive Responses	Provide interpretation	Provides insight & meaning to the interviewee's experience	"You . . . because . . ."

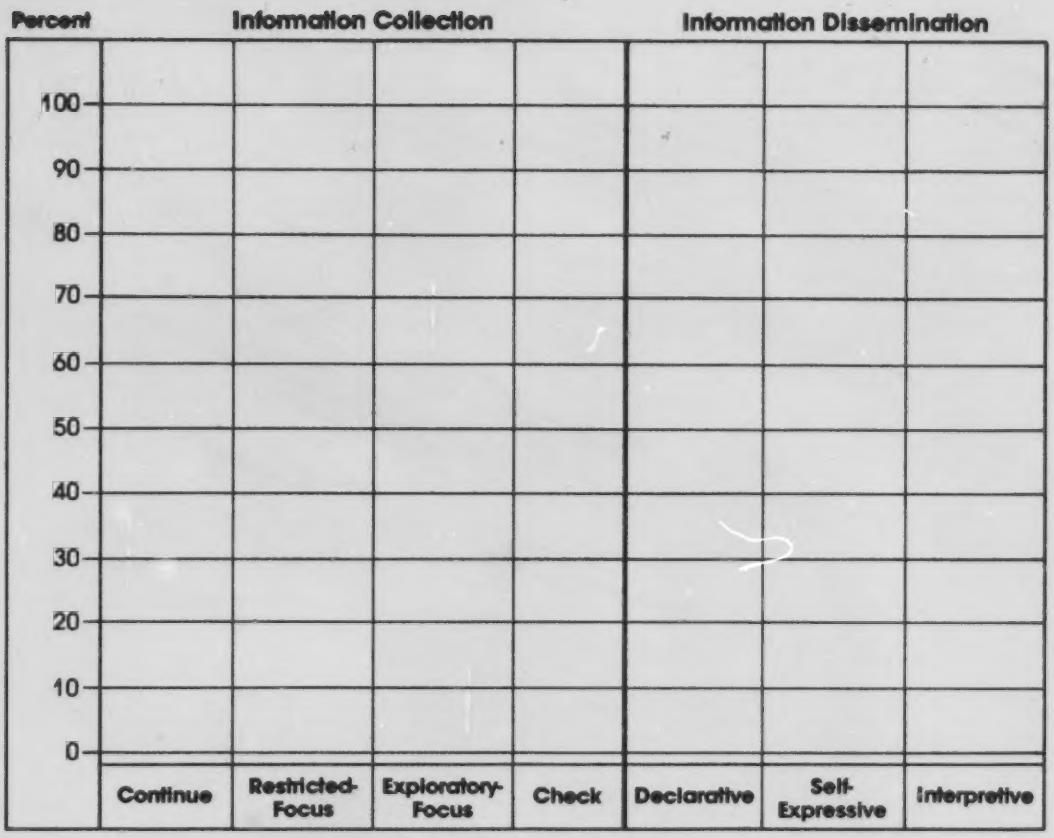
Interaction Techniques Classification Form

Response	Descriptor	Example	Effect
1. Continue	Minimal encouragement to talk	"Un-hum" Gestures	Encourages person to keep talking without interruption.
2. Restricted-Focus	Closed-ended question	"How old are you?" "How many children do you have?"	Indicates to person that specific bit of information is needed. Limits person's response.
3. Exploratory-Focus	Open-ended response	"Tell me more about . . ." "What happened then?"	Facilitates person's elaboration of a point. Allows person more flexibility of expression.
4. Check	Reflection	"Essentially then . . ." "You mean . . ."	Indicates to person that helper understands what he is saying.
5. Declarative	Information response	"I will do . . . for you." "Our agency can . . ."	Gives objective information of a factual nature to person.
6. Self-Expressive	Advice Support Opinion	"This is the way I see it . . ."	Gives information from helper's frame of reference.
7. Interpretive	Analysis Interpretation	"You do that because of an uncontrolled ego state."	Gives insight and meaning based on theory.

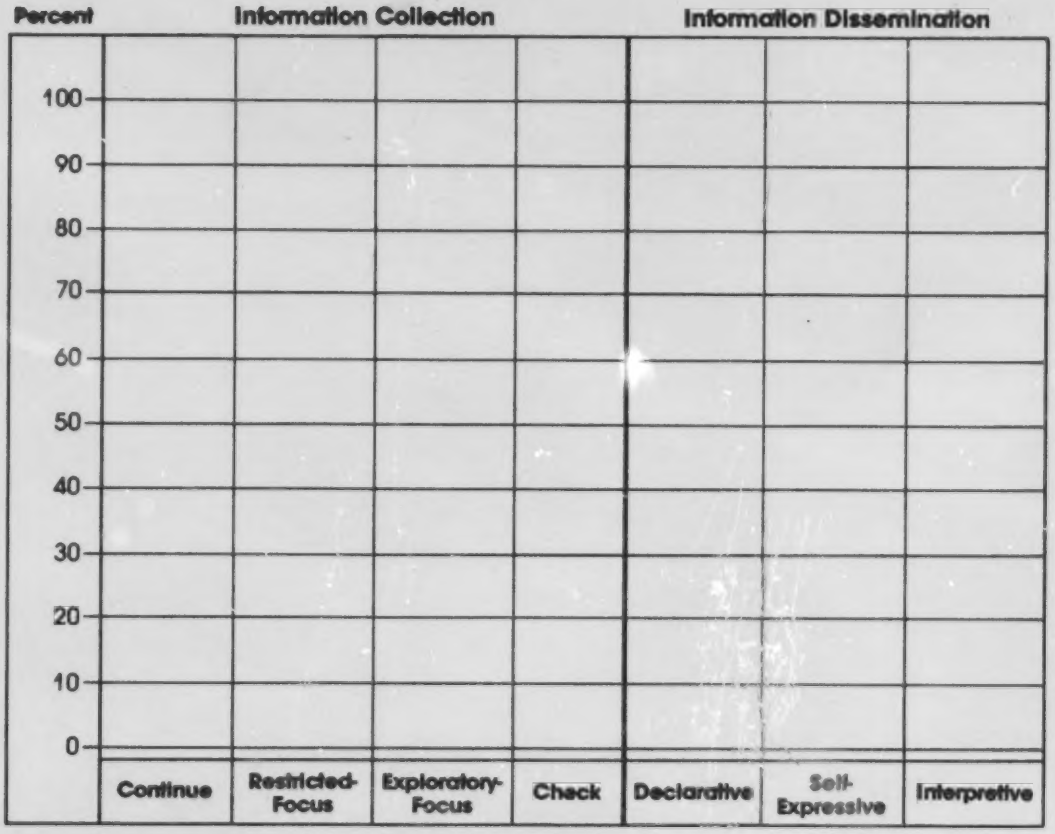
Interaction Techniques Classification Form: Worksheet

	Type of Response						
	Continue	Restricted-Focus	Exploratory-Focus	Check	Declarative	Self-Expressive	Interpretive
Total							
Percent							

Interview Profile



Interview Profile



Draw your profile in accordance with how you believe your profile of Interaction Techniques would look for one of your typical interviews.

Interaction Techniques Self-Rating Guide

Part II - Verbal Responding

During an interview I perform the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Open the interview with an open-ended question or statement that focuses on the concerns of the person.
___	___	___	2. Allow the interviewee as many alternatives for self-expression as possible by making open-ended questions and statements, reflecting my understanding of what the person is saying, and use short verbal responses such as "uh-huh," "yes," etc. that encourage him/her to continue talking.
___	___	___	3. Utilize freely open-ended responses, such as exploratory-focus, check, and continue responses, to build, strengthen, and maintain a positive relationship.
___	___	___	4. Avoid excessive use of responses that call for short, quick interviewee responses that tend to curtail his/her perceptual field and elaboration of topics.
___	___	___	5. Consciously attempt to establish an early pattern of responding that facilitates interviewee expression and predominately use the open-ended responses of exploratory-focus, check, and continue and avoid predominately using closed-ended questions.
___	___	___	6. Communicate my attentiveness, concern, and involvement by practicing the effective non-verbal techniques of positioning, observing, listening, and frequently make verbal continue responses.
___	___	___	7. Avoid the use of questions as my only tool for gathering information.
___	___	___	8. Break unproductive pauses with exploratory-focus and check responses.
___	___	___	9. Use restricted-focus responses only to collect specific bits of information or to appropriately narrow the area of discussion.
___	___	___	10. Often communicate my understanding of what the person is saying with check responses.
___	___	___	11. Often communicate my understanding of what the person is experiencing.
___	___	___	12. Frequently verbalize what I think the person is communicating.
___	___	___	13. Have a matter-of-fact attitude and tone of voice when giving the interviewee objective and factual information.
___	___	___	14. Use language the person understands and avoid jargon and confusing terminology.
___	___	___	15. Avoid presenting too much information to the person at "one shot."
___	___	___	16. Provide information in a well-timed fashion.
___	___	___	17. Make sure the person understands the information I provide.

___ ___ ___ 18. Use supportive, self-disclosure, etc. responses when called for.

___ ___ ___ 19. Avoid giving inappropriate advice.

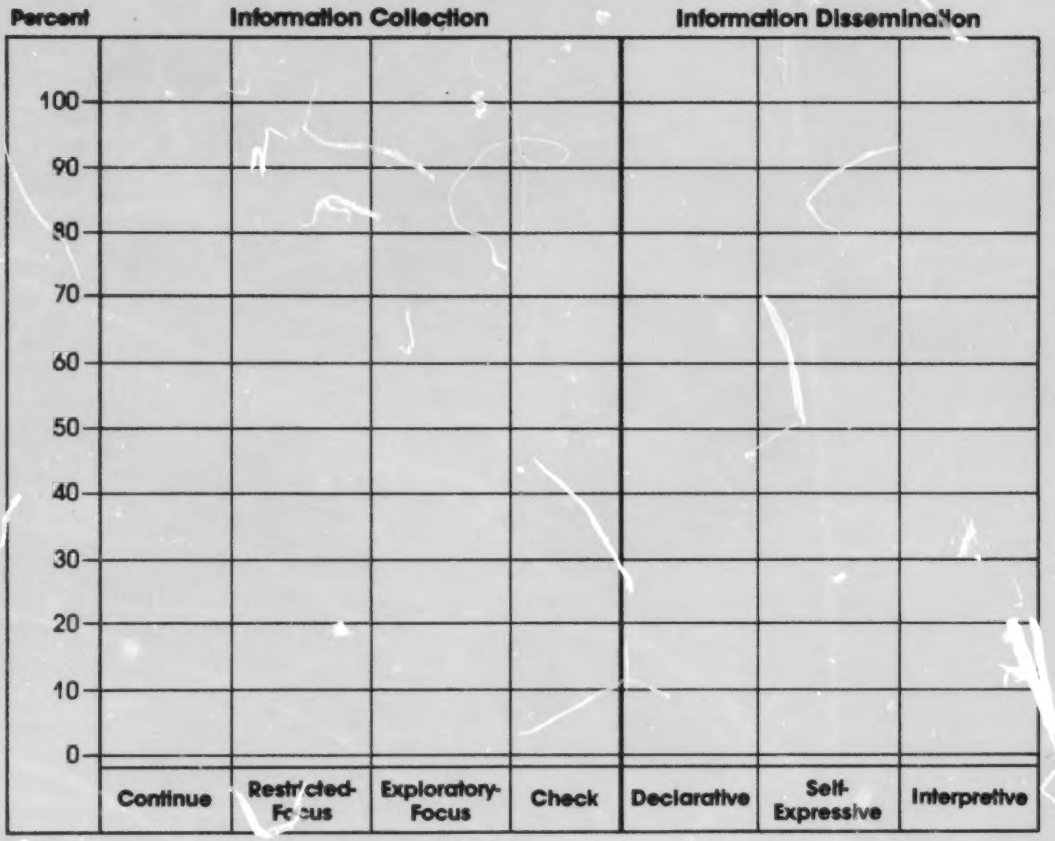
___ ___ ___ 20. Avoid responses that communicate low levels of respect and negative regard.

Interaction Techniques Classification Form: Worksheet

	Type of Response						
	Continue	Restricted-Focus	Exploratory-Focus	Check	Declarative	Self-Expressive	Interpretive
Total							
Percent							

My Interview Profile in a Role-Played Interview

Date:



Interaction Techniques Self-Rating Guide

Part I - Non-Verbal Behavior Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Put aside what I was doing and gave the person my full attention.
___	___	___	2. Established a proper and comfortable distance between me and the interviewee.
___	___	___	3. Faced the person squarely. Right shoulder opposite the person's left shoulder and left shoulder opposite the person's right.
___	___	___	4. Leaned or rotated my body toward the person.
___	___	___	5 Developed and maintained eye contact.
___	___	___	6. Assumed and maintained an "open" posture by avoiding crossing my legs, folding my arms, etc.
___	___	___	7. Maintained a relaxed manner while avoiding rigid posture.
___	___	___	8. Refrained from making distracting movements such as fidgeting.
___	___	___	9. Looked at the interviewee's positioning.
___	___	___	10. Looked at the interviewee's grooming.
___	___	___	11. Looked at the interviewee's level of activity.
___	___	___	12. Looked at the interviewee's facial expressions.
___	___	___	13. Looked for feelings expressed by the interviewee.
___	___	___	14. Looked for patterns in the person's non-verbal communication.
___	___	___	15. Developed hypotheses based on my observations to be checked out with the interviewee.
___	___	___	16. Resisted internal distractions. I listened with a clear and open mind and did not think about extraneous things.
___	___	___	17. Initially suspended judgement.
___	___	___	18. Had goals for listening. I knew exactly what I was listening for.
___	___	___	19. Listened to the actual words of the person that described the situation he/she was talking about; what he/she actually saw, heard, sensed, etc.
___	___	___	20. Listened for a description of what the person said to him/herself about the situation.
___	___	___	21. Listened for the way the person felt.
___	___	___	22. Listened for the person's description of his/her behavioral actions in the situation; what overt action he/she actually did or did not perform.
___	___	___	23. Listened for the person's motives or intentions in the situation.
___	___	___	24. Listened for the person's major area of concern.

___ ___ ___ 25. Listened for common themes expressed by the person.

___ ___ ___ 26. Listened to the person's tone of voice: volume, intensity, rapidity, etc.

___ ___ ___ 27. Listened for any inconsistencies in the person's communication.

___ ___ ___ 28. Communicated my attentiveness with varied facial expressions, smiling, nodding head, hand gestures, etc.

___ ___ ___ 29. Waited before responding verbally. During this "wait period" I systematically labeled, organized and described to myself what I had observed and heard. For example, I described in my own mind, the event the person was talking about, what he/she said to him/herself about that event, any feelings experienced, and the overt actions performed by the person while focusing on the person's major area of concern.

___ ___ ___ 30. I thought about the verbal response to make to the person and chose the most facilitative one that would best help me achieve my objectives for the interview.

Interaction Techniques Self-Rating Guide
Part II - Verbal Responding Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Opened the interview with an open-ended question or statement that focused on the concerns of the interviewee.
___	___	___	2. Allowed the person as many alternatives for self-expression as possible by making open-ended questions and statements, reflecting my understanding of what he/she was saying, and used short verbal responses such as "uh-huh," "yes," etc. that encouraged person to continue talking.
___	___	___	3. Freely utilized open-ended responses, such as exploratory-focus, check, and continue responses, to build, strengthen, and maintain a positive relationship.
___	___	___	4. Avoided excessive use of responses that called for short, quick interviewee responses that tend to curtail his/her perceptual field and elaboration of topics.
___	___	___	5. Consciously attempted to establish an early pattern of responding that facilitated interviewee expression and predominately used the open-ended responses of exploratory-focus, check, and continue and avoided predominately using closed-ended questions.
___	___	___	6. Communicated my attentiveness, concern, and involvement by practicing the effective non-verbal techniques of positioning, observing, listening, and frequently made verbal continue responses.
___	___	___	7. Avoided the use of questions as my only tool for gathering information.
___	___	___	8. Broke unproductive pauses with exploratory-focus and check responses.
___	___	___	9. Used restricted-focus responses only to collect specific bits of required information or to appropriately narrow the area of discussion.
___	___	___	10. Often communicated my understanding of what the person was saying with check responses.
___	___	___	11. Often communicated my understanding of what the person was experiencing.
___	___	___	12. Frequently verbalized what I thought the person was communicating.
___	___	___	13. Had a matter-of-fact attitude and tone of voice when giving the person objective and factual information.
___	___	___	14. Used language the person understood and avoided jargon and confusing terminology.
___	___	___	15. Avoided presenting too much information to the person at "one shot."

___ ___ ___ 16. Provided information in a well timed fashion.

___ ___ ___ 17. Made sure the interviewee understood the information I provided.

___ ___ ___ 18. Used supportive, self-disclosure, etc. responses when called for.

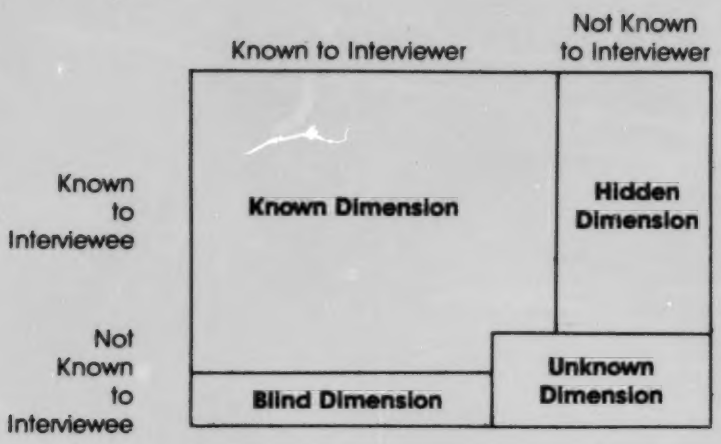
___ ___ ___ 19. Avoided giving inappropriate advice.

___ ___ ___ 20. Avoided responses that communicated low levels of respect and negative regard.

Systematic Interview Programming Format

1. What are my objectives for this interview?
2. What information does the interviewee need from me to achieve those objectives?
   a. Specific topics developed in section III.
   b. Knowledge of my attitude that demonstrates respect, positive regard, concern, attentiveness, involvement, etc.
3. What information do I need from the interviewee to achieve those objectives?
   a. Specific topics developed in section IV.
   b. Knowledge of interviewee's attitude, involvement, behavioral responses such as his/her sensing, thinking, feeling, and acting.
4. What is the most effective and efficient way to exchange that information?
   a. Attract the interviewee in a facilitative manner so that he/she comes to the interview with a positive attitude.
   b. Carry out all the guidelines for effective planning.
   c. Structure the interview setting making it conducive to the exchange of information.
   d. When disseminating information attend to language level used, amount of information in one shot, timing, and interviewee's comprehension of the information.
   e. When collecting information, be selective, avoid a facts with minimum meaning approach, be systematic, and use questions in moderation.
   f. Practice effective positioning, observing, listening, and organizing actions.
   g. Utilize a facilitative response style by making moment-to-moment responses in a manner that encourages free expression, openness, topic elaboration, etc.

Relevant Information Awareness Matrix



Systematic Interviewing Skills

I. Systematic Interview Programming

Attracting the Interviewee

1. Mode of Communication
2. To Whom
3. Who the interview is with
4. What will happen
5. Where the interview is
6. How to get there
7. When the interview is
8. Why or purpose of the interview
9. Personal reason to come
10. Personal Commitment
11. Follow-up

Planning the Interview

1. General "Game Plan"
2. Systematic Format
3. Content and Process
4. Specific Objectives
5. Written Plan
6. Review
7. Inform Interviewee
8. Moment-to-Moment Objectives
9. Interviewee Focus vs Form Focus
10. Flexible

Structuring the Interview Setting

1. Barriers
2. Chairs
3. Interviewee Comfort
4. Distracting Variables
5. Confidentiality
6. Neatness
7. Temperature
8. Lighting
9. Accessibility
10. Personalizing
11. Time

II. Information Exchange

Information Dissemination Effectiveness

1. Role and Function of Agency/Organization/Section
2. Your Role and Function
3. Interviewee Rights
4. Interviewee Responsibilities
5. Interviewer Style
   Language used
   Amount of information
   Timing
   Format

Information Collection Effectiveness

1. Information from Section IV - Step 2
2. Interviewer Style
   Systematic
   Selective
   Shot-Gun
   Open-ended

III. Non-Verbal Interaction Techniques

Positioning

1. Attention
2. Distance
3. Face squarely
4. Body inclination
5. Eye-contact
6. Open-posture
7. Relaxed
8. Distracting movements

Observing

1. Interviewee's positioning
2. Personal appearance
3. Levels of activity
4. Gestures
5. Facial expressions
6. Feelings
7. Patterns

Listening

1. Internal distractions
2. Suspend judgement
3. Goals
4. Actual words
5. Self-talk
6. Feelings
7. Actions
8. Area of concern
9. Themes
10. Tone of voice
11. Inconsistencies
12. Attentiveness
13. Wait

Organizing

1. Behaviorally oriented
2. Multi-modal behavior
3. Sensory responses
4. Cognitive responses
5. Affective responses
6. Somatic/motor responses
7. Dominant dimensions
8. Choose verbal responses

IV. Verbal Responding

Moment-to-Moment Responses

1. Continue Response
2. Restricted-Focus Response
3. Exploratory-Focus Response
4. Check Response
5. Declarative Response
6. Self-Expressive Response
7. Interpretive Response

Response Styles

2. The Listener
2. The Interrogator
3. The Explorer
4. The Reflector
5. The Informer
6. The Self-Expresser
7. The Interpreter

The Facilitator

1. Start the interview with open-ended responses
2. Gather information from interviewee's perspective
3. Break unproductive pauses by focusing on interviewee
4. Build and maintain rapport
5. Gather additional information
6. Facilitate interviewee exploration
7. Gather specific bits of information
8. Narrow the area of conversation
9. Encourage interviewee talk without interruptions
10. Communicate understanding
11. Present objective factual information
12. Information from one's own frame of reference
13. Interpretations as necessary

Section VII

Where To Now

Step I - Skill Assessment

Exercise I

Compare the results recorded on the self-assessment forms found on pages 130-132 with those on pages 134-138 and answer the following questions:

1. Are there any discrepancies between what you think you do and what you did do in a role-played situation?
2. Are you satisfied with the results on pages 134-138?
3. What do you think about your performance?

4. Do you want to maintain your present level of performance or improve it?
5. Can you implement the skills you have learned here back home in real-life situations?

Exercise 2 - Attitude Assessment

1. How will what I have learned here help me in my job?

2. How will I apply what I've learned?

3. What are some possible things that might prevent me from using what I have learned?

4. How will I handle those obstacles?

5. What will help me use what I have learned?

Skill + Attitude = Effectiveness

Step II - Skill Development

Skill Development is an ongoing process.

Notes:

Habit Change = self-observation, self-monitoring, self-evaluation, attention to details, persistent and extensive practice

Are you willing to develop your skills as an effective interviewer?

No____

Goodbye

Yes_____

Turn the Page

The Stages of Skill Development

Stage 1 - Cognitive Understanding

Stage 2 - Converting Practice

Stage 3 - Cognitive-Emotive Dissonance

Stage 4 - Persistent & Extensive Practice

Stage 5 - Cognitive-Emotive Harmony

Stage 6 - Skill Formation

What is Cognitive-Emotive Dissonance?

Cognitive-emotive Dissonance is when you know how to do the correct thing or best thing but you feel "wrong" when you do it. The new behavior does not "fit" with you. Hence, you experience negative feelings in your gut when applying the skill instead of positive feelings. You may get confused and frustrated and end up concluding that you can't succeed at the new behavior and go back to your old habits.

An Example of Cognitive-Emotive Dissonance:

You move or vacation for an extended period in Japan. You buy a Japanese car while there. You have had time to develop cognitive understanding into Japanese-style driving. You understand that Japanese cars and traffic are opposite to ours (i.e., the steering wheel is on the right side of the car, and in Japan you drive on the left side of the road). In spite of your knowledge and ability to drive Japanese style (your cognitive understanding) it doesn't feel "right" doing it. You don't have emotional understanding or the correct normal, natural emotional feeling for doing it. For several weeks, every time you drove the car, the thinking part of your brain correctly directed you to drive on the left side of the road, but the feeling part of your brain made you feel strange as if you were doing something wrong. So you have a strong urge to go back to rightsided driving. In fact, if you stop thinking about it, you may find yourself on the right (but wrong) side of the road.

Overcoming Cognitive-Emotive Dissonance
and Developing Cognitive-Emotive Harmony
leading to Skill Formation

▼

Persistent and Extensive Practice

Skill Development - Stage 4
Persistent and Extensive Practice

Step 1 - Behavior Rehearsal - Imagery Practice

What is it? Why do it?

Three ways to perform behavioral rehearsal via mental imagery:

1. **Without Script** - Do the following ten minutes a day for at least three weeks.

   a. Picture yourself or fantasize in your mind as vividly and as intensely as you can preparing for an interview. Really imagine yourself sitting at your desk planning the interview. You develop a "game-plan" that includes the topics you want to discuss to give the interviewee needed information to involve them in the interview and topics that include information you want to get from the interviewee.

   b. Next see yourself structuring the interview setting so as to facilitate the information exchange process.

   c. Really imagine very vividly carrying out all of the guidelines covered in Systematic Interviewing Programming.

   d. As you carry out those guidelines, relax and feel calm.

   e. Now really see yourself practicing all of the non-verbal interaction techniques guidelines. See yourself positioning your body, observing the interviewee, actively listening, and imagine yourself organizing the data you are collecting in a systematic effective manner.

   f. Feel natural as you do this.

   g. Now hear and see yourself responding to the interviewee. Imagine yourself asking open-ended questions, making open-ended statements while avoiding the excessive use of closed-ended questions.

   h. Imagine yourself continuing the interview utilizing a facilitative response style. Imagine it feeling natural to do so. You are feeling calm, relaxed, while determined to practice your skills.

2. **With Script** - Develop a script of what you want to see, hear, think, feel, and do during your interview and record it on tape. Once a day for three weeks play the tape and strongly imagine yourself doing the things described. The following is a sample Imagery Script.

   Sample Imagery Script

   a. I have programmed my interview very well. I have encouraged the person's appearance for the interview by extending an invitation that provides information that will facilitate his/her desire to come. I have structured my office setting in such a manner that it will be very conducive to the information exchange process, and I have planned the interview well. I know all the topics I want to cover with the interviewee to meet my objectives. I feel good. I feel relaxed and calm. I feel determined to conduct an effective interview.

b. The interviewee has arrived and the interview is in process. I am sitting facing the person squarely with my body inclined toward him/her. There is a comfortable distance between us and I am looking toward the person as I maintain an open posture. I am very relaxed. I see myself practicing these positioning behaviors very clearly.

I am observing a number of things as I listen to the person. I look at his/her level of activity. I look at gestures, facial expressions and patterns in the person's behavior. I am picking up a number of cues and have a number of hypotheses to be checked out as to the person's feelings, thoughts, etc.

I have suspended judgements about the interviewee so that I can really hear and understand everything he/she is saying. I know what I'm listening for and I see and hear myself accurately labeling and organizing the data I'm collecting.

c. I hear myself responding to the interviewee in an open-ended fashion. I see myself and hear myself asking open-ended questions, making open-ended statements while avoiding the frequent use of closed-ended questions. I feel calm, relaxed, and determined. I hear myself giving the person information with responses that are very descriptive in character and neutral in tone. I'm using language the person understands. I'm very pleased with my performance.

3. **Interviewing Skills Imagery Rehearsal Tape** - This tape has been developed by the authors. However, you are encouraged to develop your own so that you may be specific to the job you do and personalize it more.

Step 2 - Behavior Rehearsal - Role-play Practice

People I may engage to role-play with me

1.

2.

3.

Available times for role-playing

1.

2.

3.

Places to role-play

1.

2.

3.

Step 3 - Behavioral Rehearsal - In Vivo Practice

Behavior Review

Tape Recorder
Microphone
Tapes
Self-Assessment Devices

Self-Assessment Forms To Use With Behavior Review

1. The Systematic Interview Programming Self-Assessment Guide
2. The Information Dissemination Self-Rating Form
3. The Information Collection Self-Rating Form
4. The Interaction Techniques Self-Rating Guide
5. The Interaction Techniques Classification Form
6. The Interaction Profile Sheet

Using Self-Reinforcement to Facilitate Skill Development

1. If you frequently avoid doing things that you know will improve your performance because of any number of reasons (i.e., lack of time, no interest, etc.) you may want to use the following self-management methods to encourage yourself to do the practice every day.
2. Select some activity that you highly enjoy and that you tend to do every day—such as reading, watching TV, social activities, eating some choice food, etc.
3. Use this activity as a reinforcer or reward by **only** allowing yourself to engage in it after you have practiced your skills for that day. Otherwise, no reward.
4. You may also select some activity you find unpleasant—such as cleaning the bathtub, washing the car, cleaning all the windows in your home, etc., and penalize yourself by making yourself perform that activity every day you do not practice.
5. You might want to also arrange with someone to monitor you and to help you actually carry out the penalties you set for yourself.

Continuation of Skill Development and Maintenance

1. Next Wednesday or approximately ½ week following this session, perform the following actions:
   a. Tape record an interview.
   b. Rate your performance using the Self-Rating Forms on pages 156-165 of your Workbook.
   c. Listen to the tape and classify each of your responses utilizing the Interaction Techniques Classification Form: Worksheet on page 166 of your Workbook.
   d. Do a profile of your interaction style on page 167 of your Workbook.
   e. Analyze your performance in terms of what you think about, how you feel about it, and what you plan to do about it.
   f. The date I will complete the above actions (a-e) is_____.
2. One week after the above data (date in 1:f) perform the following actions:
   a. Tape record an interview.
   b. Rate your performance using the Self-Rating Forms on pages 167-178 of your Workbook.
   c. Listen to the tape and classify each of your responses utilizing the Interaction Techniques Classification Form: Worksheet on page 178 of your Workbook.
   d. Do a profile of your interaction style on page 179 of your Workbook.
   e. Analyze your performance in terms of what you think about, how you feel about it, and what you plan to do about it.
   f. The date I will complete the above actions (a-e) is_____.
3. Two weeks after the above date (date in 2:f) perform the following actions:
   a. Tape record an interview.
   b. Rate your performance using the Self-Rating Forms on pages 180-189 of Workbook.
   c. Listen to the tape and classify each of your responses utilizing the Interaction Techniques Classification Form: Worksheet on page 190 of your Workbook.
   d. Do a profile of your interaction style on page 191 of your Workbook.
   e. Analyze your performance in terms of what you think about, how you feel about it, and what you plan to do about it.
   f. The date I will complete the above actions (a-e) is_____.
4. The completion of Steps 1, 2, & 3 completes the Systematic Interviewing Skills Training process. However, we strongly encourage and urge you to continue the self-monitoring process by periodically recording your interviews and assessing your performance.

Remember:

Strive to be Atypical!
Rise Above the Norm!
Be Exceptional!

Good Luck,
Happy Interviewing

The Systematic Interview Programming Self-Assessment Guide

Part I - Attracting The Interviewee

When I made the appointment for the person I just interviewed, I performed the following behavior . . .

Yes	No	N/A	
___	___	___	1. Considered carefully the mode of communication (whether phone, written, or in person) that was most appropriate for the person being invited.
___	___	___	2. Considered carefully to whom the invitation was extended (interviewee, parents, guardian, spouse, etc.)
___	___	___	3. Made sure the person knew exactly **who** the interview was with. I identified myself and my agency/organization clearly.
___	___	___	4. Informed the person of **what** would happen. I stated the type of interview the person was being requested to come to (i.e., this is an initial screening interview).
___	___	___	5. Informed the person of **where** the interview would take place. I was very precise in stating the interview location.
___	___	___	6. Informed the person of **how** to get to the interview. I gave precise directions of how to get to my location.
___	___	___	7. Informed the person of **when** the interview would take place. Time and date were included in the invitation.
___	___	___	8. Informed the person of the general purpose or the **why** of the interview. I stated exactly why the person was being extended an invitation (i.e., "To talk about how this agency may help you.")
___	___	___	9. Encouraged the person to appear by presenting a personal reason. I stressed the benefits or advantages to the person of attending the interview.
___	___	___	10. Followed-up. I reminded the person of the interview just before the scheduled date.

The Systematic Interview Programming Self-Assessment Guide

Part II - Planning The Interview

Considering the interview I just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. I developed a general "game plan" which guided my activities during the interview.
___	___	___	2. I had a systematic format which I followed when developing my general "game plan."
___	___	___	3. When formulating my plan, I focused both on the content of the interview, such as topics that needed to be discussed, and process or how I would go about discussing those topics.
___	___	___	4. I developed specific objectives for this interviewee.
___	___	___	5. I developed my interview objectives and strategies in written form.
___	___	___	6. I reviewed those objectives prior to the interviewee arriving.
___	___	___	7. I informed the interviewee of the interview objectives.
___	___	___	8. I allowed my general and pre-interview objectives to be moderated by moment-to-moment objectives that developed during the course of the interview.
___	___	___	9. I did not become so involved in the content of forms that I missed what was really being communicated during the interview. I was aware of what was happening with the interviewee and responded appropriately.
___	___	___	10. I was flexible. I did not rigidly and inflexibly impose my "game plan" on the interviewee.

The Systematic Interview Programming Self-Assessment Guide

Part III - Structuring The Interview Setting

Prior to the interview I just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Arranged furniture so as not to have physical barriers between me and the interviewee.
___	___	___	2. Had chairs of same or similar type and of equal height.
___	___	___	3. Made sure the furniture was as comfortable as possible.
___	___	___	4. Controlled noise or distracting variables such as phone calls, knocks at the door, outside noise, etc.
___	___	___	5. Provided a meeting place where confidentiality could be assured.
___	___	___	6. Put away things I did not wish the person to see.
___	___	___	7. Controlled temperature within the interview setting.
___	___	___	8. Controlled lighting within the interview setting.
___	___	___	9. Made sure the interview setting was accessible.
___	___	___	10. Structured the interview time so that sufficient time was allowed to achieve my objectives.

Interaction Techniques Self-Rating Guide

Part I - Non-Verbal Behavior Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Put aside what I was doing and gave the interviewee my full attention.
___	___	___	2. Established a proper and comfortable distance between me and the person.
___	___	___	3. Faced the person squarely. Right shoulder opposite the person's left shoulder and left shoulder opposite the person's right.
___	___	___	4. Leaned or rotated my body toward the person.
___	___	___	5. Developed and maintained eye contact.
___	___	___	6. Assumed and maintained an "open" posture by avoiding crossing my legs, folding my arms, etc.
___	___	___	7. Maintained a relaxed manner while avoiding a rigid posture.
___	___	___	8. Refrained from making distracting movements such as fidgeting.
___	___	___	9. Looked at the person's positioning.
___	___	___	10. Looked at the person's grooming
___	___	___	11. Looked at the person's level of activity.
___	___	___	12. Looked at the person's facial expressions.
___	___	___	13. Looked for feelings expressed by the interviewee.
___	___	___	14. Looked for patterns in the person's non-verbal communication.
___	___	___	15. Developed hypotheses based on my observations to be checked out with the interviewee.
___	___	___	16. Resisted internal distractions. I listened with a clear and open mind and did not think about extraneous things.
___	___	___	17. Initially suspended judgement.
___	___	___	18. Had goals for listening. I knew exactly what I was listening for.
___	___	___	19. Listened to the actual words of the person that described the situation he/she was talking about; what he/she actually saw, heard, sensed, etc.
___	___	___	20. Listened for a description of what the person said to him/herself about the situation.
___	___	___	21. Listened for the way the person felt.
___	___	___	22. Listened for the person's description of his/her behavioral actions in the situation; what overt action he/she actually did or did not perform.

___ ___ ___ 23. Listened for the person's motives or intentions in the situation.

___ ___ ___ 24. Listened for the person's major area of concern.

___ ___ ___ 25. Listened for common themes expressed by the person.

___ ___ ___ 26. Listened to the person's tone of voice: volume, intensity, rapidity, etc.

___ ___ ___ 27. Listened for any inconsistencies in the person's communication.

___ ___ ___ 28. Communicated my attentiveness with varied facial expressions, smiling, nodding head, hand gestures, etc.

___ ___ ___ 29. Waited before responding verbally. During this "wait period" I systematically labeled, organized, and described to myself what I had observed and heard. For example, I described in my own mind, the event the person was talking about, what he/she said to him/herself about that event, any feelings experienced, and the overt actions performed by the person while focusing on his/her major area of concern.

___ ___ ___ 30. I thought about the verbal response to make to the person and chose the most facilitative one that would best help me achieve my objectives for the interview.

Interaction Techniques Self-Rating Guide

Part II - Verbal Responding Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Opened the interview with an open-ended question or statement that focused on the concerns of the interviewee.
___	___	___	2. Allowed the person as many alternatives for self-expression as possible by making open-ended questions and statements, reflecting my understanding of what person said, and used short verbal responses such as "uh-huh," "yes," etc. that encouraged the person to continue talking.
___	___	___	3. Freely utilized open-ended responses, such as exploratory-focus, check, and continue responses to build, strengthen, and maintain a positive relationship.
___	___	___	4. Avoided excessive use of responses that called for short, quick, interviewee responses that tend to curtail his/her perceptual field and elaboration of topics.
___	___	___	5. Consciously attempted to establish an early pattern of responding that facilitated the interviewee's expression and predominately used the open-ended responses of exploratory-focus, check, and continue and avoided predominately using closed-ended questions.
___	___	___	6. Communicated my attentiveness, concern, and involvement by practicing the effective non-verbal techniques of positioning, observing, listening, and frequently made verbal continue responses.
___	___	___	7. Avoided the use of questions as my only tool for gathering information.
___	___	___	8. Broke unproductive pauses with exploratory-focus and check responses.
___	___	___	9. Used restricted-focus responses only to collect specific bits of required information or to appropriately narrow the area of discussion.
___	___	___	10. Often communicated my understanding of what the person was saying with check responses.
___	___	___	11. Often communicated my understanding of what the person was experiencing.
___	___	___	12. Frequently verbalized what I thought the person was communicating.
___	___	___	13. Had a matter-of-fact attitude and tone of voice when giving objective and factual information.
___	___	___	14. Used language the interviewee understood and avoided jargon and confusing terminology.

___ ___ ___ 15. Avoided presenting too much information at "one shot."

___ ___ ___ 16. Provided information in a well-timed fashion.

___ ___ ___ 17. Made sure the interviewee understood the information I provided.

___ ___ ___ 18. Used supportive, self-disclosure, etc. responses when called for.

___ ___ ___ 19. Avoided giving inappropriate advice.

___ ___ ___ 20. Avoided responses that communicated low levels of respect and negative regard.

Information Dissemination Self-Assessment Form

Directions:

The first eight items are to be completed by you prior to the interview. Simply list the information you want to give the interviewee during the interview.

Following the interview check the appropriate space to indicate your performance of each item.

During the interview just completed I performed the following:

Yes	No	N/A	
___	___	___	1. Informed the interviewee of _____.
___	___	___	2. Informed the interviewee of _____.
___	___	___	3. Informed the interviewee of _____.
___	___	___	4. Explained _____.
___	___	___	5. Explained _____.
___	___	___	6. Gave the interviewee the following information _____ _____.
___	___	___	7. Gave the interviewee the following information _____ _____.
___	___	___	8. Gave the interviewee the following information _____ _____.
___	___	___	9. Made every effort to ensure that the information I gave was for the purpose of promoting independence and involvement.
___	___	___	10. Communicated information at the interviewee's level of understanding.
___	___	___	11. Avoided presenting too much information at "one shot."
___	___	___	12. Provided information in a well-timed fashion.
___	___	___	13. Made sure the interviewee had understood the information provided.
___	___	___	14. Summarized the significant content of the interview discussion as the interview approached its end.

Information Collection Self-Assessment Form
Part I - Topic Discussion

Directions:

Prior to the Interview, list the Information Collection Topics you want to cover with the interviewee.

Following the interview check the topics you actually discussed.

Discussed I	Discussed II	Discussed III
_____ 1	_____ 1	_____ 1
_____ 2	_____ 2	_____ 2
_____ 3	_____ 3	_____ 3
_____ 4	_____ 4	_____ 4
_____ 5	_____ 5	_____ 5
_____ 6	_____ 6	_____ 6
_____ 7	_____ 7	_____ 7
_____ 8	_____ 8	_____ 8
_____ 9	_____ 9	_____ 9
_____ 10	_____ 10	_____ 10

Discussed I	Discussed II	Discussed III
_____ 1	_____ 1	_____ 1
_____ 2	_____ 2	_____ 2
_____ 3	_____ 3	_____ 3
_____ 4	_____ 4	_____ 4
_____ 5	_____ 5	_____ 5
_____ 6	_____ 6	_____ 6
_____ 7	_____ 7	_____ 7
_____ 8	_____ 8	_____ 8
_____ 9	_____ 9	_____ 9
_____ 10	_____ 10	_____ 10

Information Collection Self-Assessment Guide

Part II - Collection Style

During the interview just completed, I did the following:

Yes	No	N/A	
___	___	___	1. Reviewed all available pre-interview information on the interviewee prior to the interview.
___	___	___	2. Followed a systematic plan that included a list of topics to be discussed with the interviewee.
___	___	___	3. Collected only that information which helped me develop an understanding of the person.
___	___	___	4. Knew what information was important and what was not.
___	___	___	5. Avoided a "facts with minimum meaning" information collection approach.
___	___	___	6. Explored the interviewee's feelings, actions, and thinking that related to the facts being gathered.
___	___	___	7. Systematically explored all relevant topics in depth.
___	___	___	8. Avoided a "shotgun" approach.
___	___	___	9. Asked myself covert questions that insured indepth exploration of topics.
___	___	___	10. Used questions in moderation.
___	___	___	11. Did not ask for information which I already had.
___	___	___	12. Remained flexible.

Interaction Techniques Classification Form: Worksheet

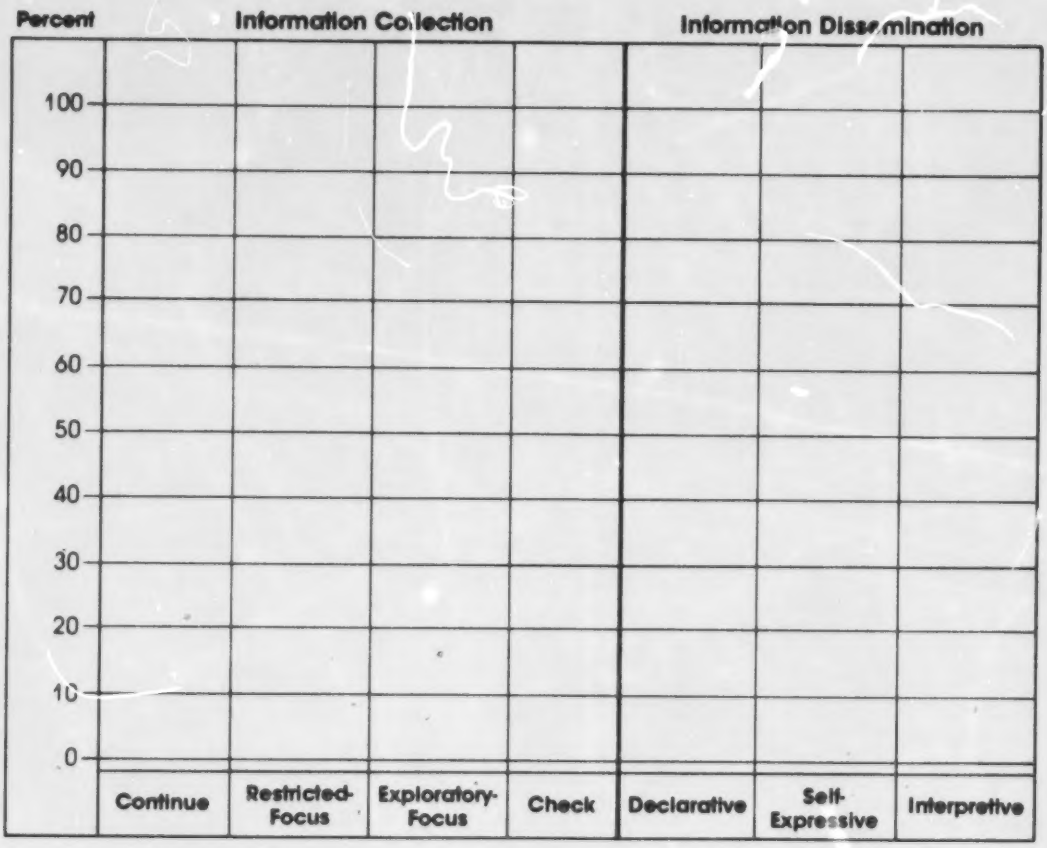
My Responses in an Actual Interview

Date: _____

	Type of Response						
	Continue	Restricted-Focus	Exploratory-Focus	Check	Declarative	Self-Expressive	Interpretive
Total							
Percent							

Interview Profile

My Responses in an Actual Interview Date: _____



The Systematic Interview Programming Self-Assessment Guide

Part I - Attracting The Interviewee

When I made the appointment for the person I just interviewed, I performed the following behavior . . .

Yes	No	N/A	
___	___	___	Considered carefully the mode of communication (whether phone, written, or in person) that was most appropriate for the person being invited.
___	___	___	2. Considered carefully to whom the invitation was extended (interviewee, parents, guardian, spouse, etc.)
___	___	___	3. Made sure the person knew exactly **who** the interview was with. I identified myself and my agency/organization clearly.
___	___	___	4. Informed the person of **what** would happen. I stated the type of interview the person was being requested to come for (i.e., this is an initial screening interview).
___	___	___	5. Informed the person of **where** the interview would take place. I was very precise in stating the interview location.
___	___	___	6. Informed the person of **how** to get to the interview. I gave precise directions of how to get to my location.
___	___	___	7. Informed the person of **when** the interview would take place. Time and date were included in the invitation.
___	___	___	8. Informed the person of the general purpose or the **why** of the interview. I stated exactly why the person was being extended an invitation (i.e., "To talk about how this agency may help you.")
___	___	___	9. Encouraged the person to appear by presenting a personal reason. I stressed the benefits or advantages to the person of attending the interview.
___	___	___	10. Followed-up. I reminded the person of the interview just before the scheduled date.

The Systematic Interview Programming Self-Assessment Guide

Part II - Planning The Interview

Considering the interview I just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. I developed a general "game plan" which guided my activities during the interview.
___	___	___	2. I had a systematic format which I followed when developing my general "game plan."
___	___	___	3. When formulating my plan, I focused both on the content of the interview, such as topics that needed to be discussed, and process or how I would go about discussing those topics.
___	___	___	4. I developed specific objectives for this interviewee.
___	___	___	5. I developed my interview objectives and strategies in written form.
___	___	___	6. I reviewed those objectives prior to the interviewee arriving.
___	___	___	7. I informed the interviewee of the interview objectives.
___	___	___	8. I allowed my general and pre-interview objectives to be moderated by moment-to-moment objectives that developed during the course of the interview.
___	___	___	9. I did not become so involved in the content of forms that I missed what was really being communicated during the interview. I was aware of what was happening with the interviewee and responded appropriately.
___	___	___	10. I was flexible. I did not rigidly and inflexibly impose my "game plan" on the interviewee.

The Systematic Interview Programming Self-Assessment Guide

Part III - Structuring The Interview Setting

Prior to the interview I just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Arranged furniture so as not to have physical barriers between me and the interviewee.
___	___	___	2. Had chairs of same or similar type and of equal height.
___	___	___	3. Made sure the furniture was as comfortable as possible.
___	___	___	4. Controlled noise or distracting variables such as phone calls, knocks at the door, outside noise, etc.
___	___	___	5. Provided a meeting place where confidentiality could be assured.
___	___	___	6. Put away things I did not wish the person to see.
___	___	___	7. Controlled temperature within the interview setting.
___	___	___	8. Controlled lighting within the interview setting.
___	___	___	9. Made sure the interview setting was accessible.
___	___	___	10. Structured the interview time so that sufficient time was allowed to achieve my objectives.

Interaction Techniques Self-Rating Guide

Part I - Non-Verbal Behavior Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Put aside what I was doing and gave the interviewee my full attention.
___	___	___	2. Established a proper and comfortable distance between me and the person.
___	___	___	3. Faced the person squarely. Right shoulder opposite the person's left shoulder and left shoulder opposite the person's right.
___	___	___	4. Leaned or rotated my body toward the person.
___	___	___	5. Developed and maintained eye contact.
___	___	___	6. Assumed and maintained an "open" posture by avoiding crossing my legs, folding my arms, etc.
___	___	___	7. Maintained a relaxed manner while avoiding a rigid posture.
___	___	___	8. Refrained from making distracting movements such as fidgeting.
___	___	___	9. Looked at the person's positioning.
___	___	___	10. Looked at the person's grooming.
___	___	___	11. Looked at the person's level of activity.
___	___	___	12. Looked at the person's facial expressions.
___	___	___	13. Looked for feelings expressed by the interviewee.
___	___	___	14. Looked for patterns in the person's non-verbal communication.
___	___	___	15. Developed hypotheses based on my observations to be checked out with the interviewee.
___	___	___	16. Resisted internal distractions. I listened with a clear and open mind and did not think about extraneous things.
___	___	___	17. Initially suspended judgement.
___	___	___	18. Had goals for listening. I knew exactly what I was listening for.
___	___	___	19. Listened to the actual words of the person that described the situation he/she was talking about; what he/she actually saw, heard, sensed, etc.
___	___	___	20. Listened for a description of what the person said to him/herself about the situation.
___	___	___	21. Listened for the way the person felt.
___	___	___	22. Listened for the person's description of his/her behavioral actions in the situation; what overt action he/she actually did or did not perform.

___ ___ ___ 23. Listened for the person's motives or intentions in the situation.

___ ___ ___ 24. Listened for the person's major area of concern.

___ ___ ___ 25. Listened for common themes expressed by the person.

___ ___ ___ 26. Listened to the person's tone of voice; volume, intensity, rapidity, etc.

___ ___ ___ 27. Listened for any inconsistencies in the person's communication.

___ ___ ___ 28. Communicated my attentiveness with varied facial expressions, smiling, nodding head, hand gestures, etc.

___ ___ ___ 29. Waited before responding verbally. During this "wait period" I systematically labeled, organized, and described to myself what I had observed and heard. For example, I described in my own mind, the event the person was talking about, what he/she said to him/herself about that event, any feelings experienced, and the overt actions performed by the person while focusing on his/her major area of concern.

___ ___ ___ 30. I thought about the verbal response to make to the person and chose the most facilitative one that would best help me achieve my objectives for the interview.

Interaction Techniques Self-Rating Guide

Part II - Verbal Responding Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Opened the interview with an open-ended question or statement that focused on the concerns of the interviewee.
___	___	___	2. Allowed the person as many alternatives for self-expression as possible by making open-ended questions and statements, reflecting my understanding of what person said, and used short verbal responses such as "uh-huh," "yes," etc. that encouraged the person to continue talking.
___	___	___	3. Freely utilized open-ended responses, such as exploratory-focus, check, and continue responses to build, strengthen, and maintain a positive relationship.
___	___	___	4. Avoided excessive use of responses that called for short, quick, interviewee responses that tend to curtail his/her perceptual field and elaboration of topics.
___	___	___	5. Consciously attempted to establish an early pattern of responding that facilitated the interviewee's expression and predominately used the open-ended responses of exploratory-focus, check, and continue and avoided predominately using closed-ended questions.
___	___	___	6. Communicated my attentiveness, concern, and involvement by practicing the effective non-verbal techniques of positioning, observing, listening, and frequently made verbal continue responses.
___	___	___	7. Avoided the use of questions as my only tool for gathering information
___	___	___	8. Broke unproductive pauses with exploratory-focus and check responses.
___	___	___	9. Used restricted-focus responses only to collect specific bits of required information to appropriately narrow the area of discussion.
___	___	___	10. Often communicated my understanding of what the person was saying with check responses.
___	___	___	11. Often communicated my understanding of what the person was experiencing.
___	___	___	12. Frequently verbalized what I thought the person was communicating.

___ ___ ___ 13. Had a matter-of-fact attitude and tone of voice when giving objective and factual information.

___ ___ ___ 14. Used language the interviewee understood and avoided jargon and confusing terminology.

___ ___ ___ 15. Avoided presenting too much information at "one shot."

___ ___ ___ 16. Provided information in a well-timed fashion.

___ ___ ___ 17. Made sure the interviewee understood the information I provided.

___ ___ ___ 18. Used supportive, self-disclosure, etc. responses when called for.

___ ___ ___ 19. Avoided giving inappropriate advice.

___ ___ ___ 20. Avoided responses that communicated low levels of respect and negative regard.

Information Dissemination Self-Assessment Form

Directions:

The first eight items are to be completed by you prior to the interview. Simply list the information you want to give the interviewee during the interview.

Following the interview check the appropriate space to indicate your performance of each item.

During the interview just completed, I performed the following:

Yes	No	N/A	
___	___	___	1. Informed the interviewee of _____.
___	___	___	2. Informed the interviewee of _____.
___	___	___	3. Informed the interviewee of _____.
___	___	___	4. Explained _____.
___	___	___	5. Explained _____.
___	___	___	6. Gave the interviewee the following information _____ _____.
___	___	___	7. Gave the interviewee the following information _____ _____.
___	___	___	8. Gave the interviewee the following information _____ _____.
___	___	___	9. Made every effort to ensure that the information I gave was for the purpose of promoting independence and involvement.
___	___	___	10. Communicated information at the interviewee's level of understanding.
___	___	___	11. Avoided presenting too much information at "one shot."
___	___	___	12. Provided information in a well-timed fashion.
___	___	___	13. Made sure the interviewee had understood the information provided.
___	___	___	14. Summarized the significant content of the interview discussion as the interview approached its end.

Information Collection Self-Assessment Form

Part I - Topic Discussion

Directions:

Prior to the Interview, list the Information Collection Topics you want to cover with the interviewee.

Following the interview check the topics you actually discussed.

Discussed I	Discussed II	Discussed III
_____ 1	_____ 1	_____ 1
_____ 2	_____ 2	_____ 2
_____ 3	_____ 3	_____ 3
_____ 4	_____ 4	_____ 4
_____ 5	_____ 5	_____ 5
_____ 6	_____ 6	_____ 6
_____ 7	_____ 7	_____ 7
_____ 8	_____ 8	_____ 8
_____ 9	_____ 9	_____ 9
_____10	_____10	_____10

Discussed I	Discussed II	Discussed III
_____ 1	_____ 1	_____ 1
_____ 2	_____ 2	_____ 2
_____ 3	_____ 3	_____ 3
_____ 4	_____ 4	_____ 4
_____ 5	_____ 5	_____ 5
_____ 6	_____ 6	_____ 6
_____ 7	_____ 7	_____ 7
_____ 8	_____ 8	_____ 8
_____ 9	_____ 9	_____ 9
_____10	_____10	_____10

Information Collection Self-Assessment Guide

Part II - Collection Style

During the interview just completed, I did the following:

Yes	No	N/A	
___	___	___	1. Reviewed all available pre-interview information on the interviewee prior to the interview.
___	___	___	2. Followed a systematic plan that included a list of topics to be discussed with the interviewee.
___	___	___	3. Collected only that information which helped me develop an understanding of the person.
___	___	___	4. Knew what information was important and what was not.
___	___	___	5. Avoided a "facts with minimum meaning" information collection approach.
___	___	___	6. Explored the interviewee's feelings, actions, and thinking that related to the facts being gathered.
___	___	___	7. Systematically explored all relevant topics in depth.
___	___	___	8. Avoided a "shotgun" approach.
___	___	___	9. Asked myself covert questions that insured indepth exploration of topics.
___	___	___	10. Used questions in moderation.
___	___	___	11. Did not ask for information which I already had.
___	___	___	12. Remained flexible.

Interaction Techniques Classification Form: Worksheet

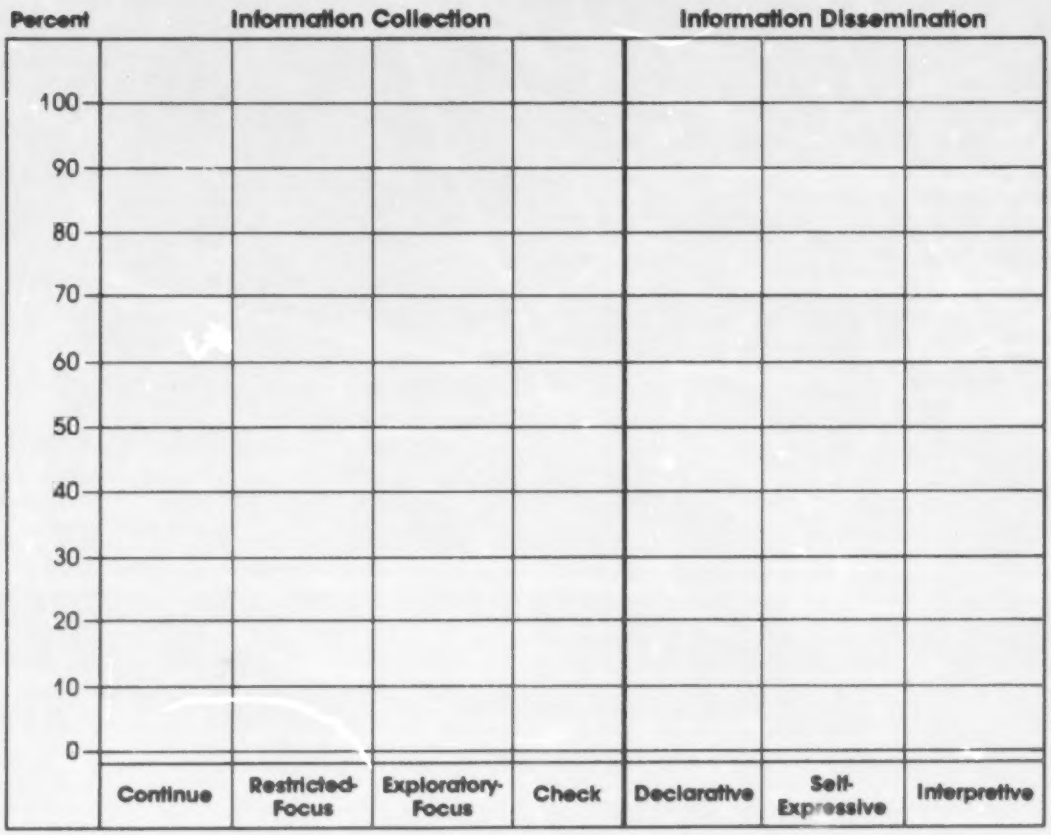
My Responses in an Actual Interview

Date: _____

	Type of Response						
	Continue	Restricted-Focus	Exploratory-Focus	Check	Declarative	Self-Expressive	Interpretive
Total							
Percent							

Interview Profile

My Interview Profile in an Actual Interview Date: _____



The Systematic Interview Programming Self-Assessment Guide

Part I - Attracting The Interviewee

When I made the appointment for the person I just interviewed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Considered carefully the mode of communication (whether phone, written, or in person) that was most appropriate for the person being invited.
___	___	___	2. Considered carefully to whom the invitation was extended (interviewee, parents, guardian, spouse, etc.)
___	___	___	3. Made sure the person knew exactly **who** the interview was with. I identified myself and my agency/organization clearly.
___	___	___	4. Informed the person of **what** would happen. I stated the type of interview the person was being requested to come for (i.e., this is an initial screening interview).
___	___	___	5. Informed the person of **where** the interview would take place. I was very precise in stating the interview location.
___	___	___	6. Informed the person of **how** to get to the interview. I gave precise directions of how to get to my location.
___	___	___	7. Informed the person of **when** the interview would take place. Time and date were included in the invitation.
___	___	___	8. Informed the person of the general purpose or the **why** of the interview. I stated exactly why the person was being extended an invitation (i.e., "To talk about how this agency may help you.")
___	___	___	9. Encouraged the person to appear by presenting a personal reason. I stressed the benefits or advantages to the person of attending the interview.
___	___	___	10. Followed-up. I reminded the person of the interview just before the scheduled date.

The Systematic Interview Programming Self-Assessment Guide

Part II - Planning The Interview

Considering the interview I just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. I developed a general "game plan" which guided my activities during the interview.
___	___	___	2. I had a systematic format which I followed when developing my general "game plan."
___	___	___	3. When formulating my plan, I focused both on the content of the interview, such as topics that needed to be discussed, and process or how I would go about discussing those topics.
___	___	___	4. I developed specific objectives for this interviewee.
___	___	___	5. I developed my interview objectives and strategies in written form.
___	___	___	6. I reviewed those objectives prior to the interviewee arriving.
___	___	___	7. I informed the interviewee of the interview objectives.
___	___	___	8. I allowed my general and pre-interview objectives to be moderated by moment-to-moment objectives that developed during the course of the interview.
___	___	___	9. I did not become so involved in the content of forms that I missed what was really being communicated during the interview. I was aware of what was happening with the interviewee and responded appropriately.
___	___	___	10. I was flexible. I did not rigidly and inflexibly impose my "game plan" on the interviewee.

The Systematic Interview Programming Self-Assessment Guide

Part III - Structuring The Interview Setting

Prior to the interview I just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Arranged furniture so as not to have physical barriers between me and the interviewee.
___	___	___	2. Had chairs of same or similar type and of equal height.
___	___	___	3. Made sure the furniture was as comfortable as possible.
___	___	___	4. Controlled noise or distracting variables such as phone calls, knocks at the door, outside noise, etc.
___	___	___	5. Provided a meeting place where confidentiality could be assured.
___	___	___	6. Put away things I did not wish the person to see.
___	___	___	7. Controlled temperature within the interview setting.
___	___	___	8. Controlled lighting within the interview setting.
___	___	___	9. Made sure the interview setting was accessible.
___	___	___	10. Structured the interview time so that sufficient time was allowed to achieve my objectives.

Interaction Techniques Self-Rating Guide

Part I - Non-Verbal Behavior Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Put aside what I was doing and gave the interviewee my full attention.
___	___	___	2. Established a proper and comfortable distance between me and the person.
___	___	___	3. Faced the person squarely. Right shoulder opposite the person's left shoulder and left shoulder opposite the person's right.
___	___	___	4. Leaned or rotated my body toward the person.
___	___	___	5. Developed and maintained eye contact.
___	___	___	6. Assumed and maintained an "open" posture by avoiding crossing my legs, folding my arms, etc.
___	___	___	7. Maintained a relaxed manner while avoiding a rigid posture.
___	___	___	8. Refrained from making distracting movements such as fidgeting.
___	___	___	9. Looked at the person's positioning.
___	___	___	10. Looked at the person's grooming.
___	___	___	11. Looked at the person's level of activity.
___	___	___	12. Looked at the person's facial expressions.
___	___	___	13. Looked for feelings expressed by the interviewee.
___	___	___	14. Looked for patterns in the person's non-verbal communication.
___	___	___	15. Developed hypotheses based on my observations to be checked out with the interviewee.
___	___	___	16. Resisted internal distractions. I listened with a clear and open mind and did not think about extraneous things.
___	___	___	17. Initially suspended judgement.
___	___	___	18. Had goals for listening. I knew exactly what I was listening for.
___	___	___	19. Listened to the actual words of the person that described the situation he/she was talking about; what he/she actually saw, heard, sensed, etc.
___	___	___	20. Listened for a description of what the person said to him/herself about the situation.
___	___	___	21. Listened for the way the person felt.
___	___	___	22. Listened for the person's description of his/her behavioral actions in the situation; what overt action he/she actually did or did not perform.

___ ___ ___ 23. Listened for the person's motives or intentions in the situation.

___ ___ ___ 24. Listened for the person's major area of concern.

___ ___ ___ 25. Listened for common themes expressed by the person.

___ ___ ___ 26. Listened to the person's tone of voice; volume, intensity, rapidity, etc.

___ ___ ___ 27. Listened for any inconsistencies in the person's communication.

___ ___ ___ 28. Communicated my attentiveness with varied facial expressions, smiling, nodding head, hand gestures, etc.

___ ___ ___ 29. Waited before responding verbally. During this "wait period" I systematically labeled, organized, and described to myself what I had observed and heard. For example, I described in my own mind, the event the person was talking about, what he/she said to him/herself about that event, any feelings experienced, and the overt actions performed by the person while focusing on his/her major area of concern.

___ ___ ___ 30. I thought about the verbal response to make to the person and chose the most facilitative one that would best help me achieve my objectives for the interview.

Interaction Techniques Self-Rating Guide

Part II - Verbal Responding Check List

During the interview just completed, I performed the following behaviors . . .

Yes	No	N/A	
___	___	___	1. Opened the interview with an open-ended question or statement that focused on the concerns of the interviewee.
___	___	___	2. Allowed the person as many alternatives for self-expression as possible by making open-ended questions and statements, reflecting my understanding of what person said, and used short verbal responses such as "uh-huh," "yes," etc. that encouraged the person to continue talking.
___	___	___	3. Freely utilized open-ended responses, such as exploratory-focus, check, and continue responses to build, strengthen, and maintain a positive relationship.
___	___	___	4. Avoided excessive use of responses that called for short, quick, interviewee responses that tend to curtail his/her perceptual field and elaboration of topics.
___	___	___	5. Consciously attempted to establish an early pattern of responding that facilitated the interviewee's expression and predominately used the open-ended responses of exploratory-focus, check, and continue and avoided predominately using closed-ended questions.
___	___	___	6. Communicated my attentiveness, concern, and involvement by practicing the effective non-verbal techniques of positioning, observing, listening, and frequently made verbal continue responses.
___	___	___	7. Avoided the use of questions as my only tool for gathering information.
___	___	___	8. Broke unproductive pauses with exploratory-focus and check responses.
___	___	___	9. Used restricted-focus responses only to collect specific bits of required information or to appropriately narrow the area of discussion.
___	___	___	10. Often communicated my understanding of what the person was saying with check responses.
___	___	___	11. Often communicated my understanding of what the person was experiencing.
___	___	___	12. Frequently verbalized what I thought the person was communicating.

___ ___ ___ 13. Had a matter-of-fact attitude and tone of voice when giving objective and factual information.

___ ___ ___ 14. Used language the interviewee understood and avoided jargon and confusing terminology.

___ ___ ___ 15. Avoided presenting too much information at "one shot."

___ ___ ___ 16. Provided information in a well-timed fashion.

___ ___ ___ 17. Made sure the interviewee understood the information I provided.

___ ___ ___ 18. Used supportive, self-disclosure, etc. responses when called for.

___ ___ ___ 19. Avoided giving inappropriate advice.

___ ___ ___ 20. Avoided responses that communicated low levels of respect and negative regard.

Information Dissemination Self-Assessment Form

Directions:

The first eight items are to be completed by you prior to the interview. Simply list the information you want to give the interviewee during the interview.

Following the interview check the appropriate space to indicate your performance of each item.

During the interview just completed I performed the following:

Yes	No	N/A	
___	___	___	1. Informed the interviewee of _____ .
___	___	___	2. Informed the interviewee of _____ .
___	___	___	3. Informed the interviewee of _____ .
___	___	___	4. Explained _____ .
___	___	___	5. Explained _____ .
___	___	___	6. Gave the interviewee the following information _____ _____ .
___	___	___	7. Gave the interviewee the following information _____ _____ .
___	___	___	8. Gave the interviewee the following information _____ _____ .
___	___	___	9. Made every effort to ensure that the information I gave was for the purpose of promoting independence and involvement.
___	___	___	10. Communicated information at the interviewee's level of understanding.
___	___	___	11. Avoided presenting too much information at "one shot."
___	___	___	12. Provided information in a well-timed fashion.
___	___	___	13. Made sure the interviewee had understood the information provided.
___	___	___	14. Summarized the significant content of the interview discussion as the interview approached its end.

Information Collection Self-Assessment Form

Part I - Topic Discussion

Directions:

Prior to the interview, list the Information Collection Topics you want to cover with the interviewee.

Following the interview check the topics you actually discussed.

Discussed I	Discussed II	Discussed III
_____ 1	_____ 1	_____ 1
_____ 2	_____ 2	_____ 2
_____ 3	_____ 3	_____ 3
_____ 4	_____ 4	_____ 4
_____ 5	_____ 5	_____ 5
_____ 6	_____ 6	_____ 6
_____ 7	_____ 7	_____ 7
_____ 8	_____ 8	_____ 8
_____ 9	_____ 9	_____ 9
_____10	_____10	_____10

Discussed I	Discussed II	Discussed III
_____ 1	_____ 1	_____ 1
_____ 2	_____ 2	_____ 2
_____ 3	_____ 3	_____ 3
_____ 4	_____ 4	_____ 4
_____ 5	_____ 5	_____ 5
_____ 6	_____ 6	_____ 6
_____ 7	_____ 7	_____ 7
_____ 8	_____ 8	_____ 8
_____ 9	_____ 9	_____ 9
_____10	_____10	_____10

Information Collection Self-Assessment Guide

Part II - Collection Style

During the interview just completed, I did the following:

Yes	No	N/A	
___	___	___	1. Reviewed all available pre-interview information on the interviewee prior to the interview.
___	___	___	2. Followed a systematic plan that included a list of topics to be discussed with the interviewee.
___	___	___	3. Collected only that information which helped me develop an understanding of the person.
___	___	___	4. Knew what information was important and what was not.
___	___	___	5. Avoided a "facts with minimum meaning" information collection approach.
___	___	___	6. Explored the interviewee's feelings, actions, and thinking that related to the facts being gathered.
___	___	___	7. Systematically explored all relevant topics in depth.
___	___	___	8. Avoided a "shotgun" approach.
___	___	___	9. Asked myself covert questions that insured indepth exploration of topics.
___	___	___	10. Used questions in moderation.
___	___	___	11. Did not ask for information which I already had.
___	___	___	12. Remained flexible.

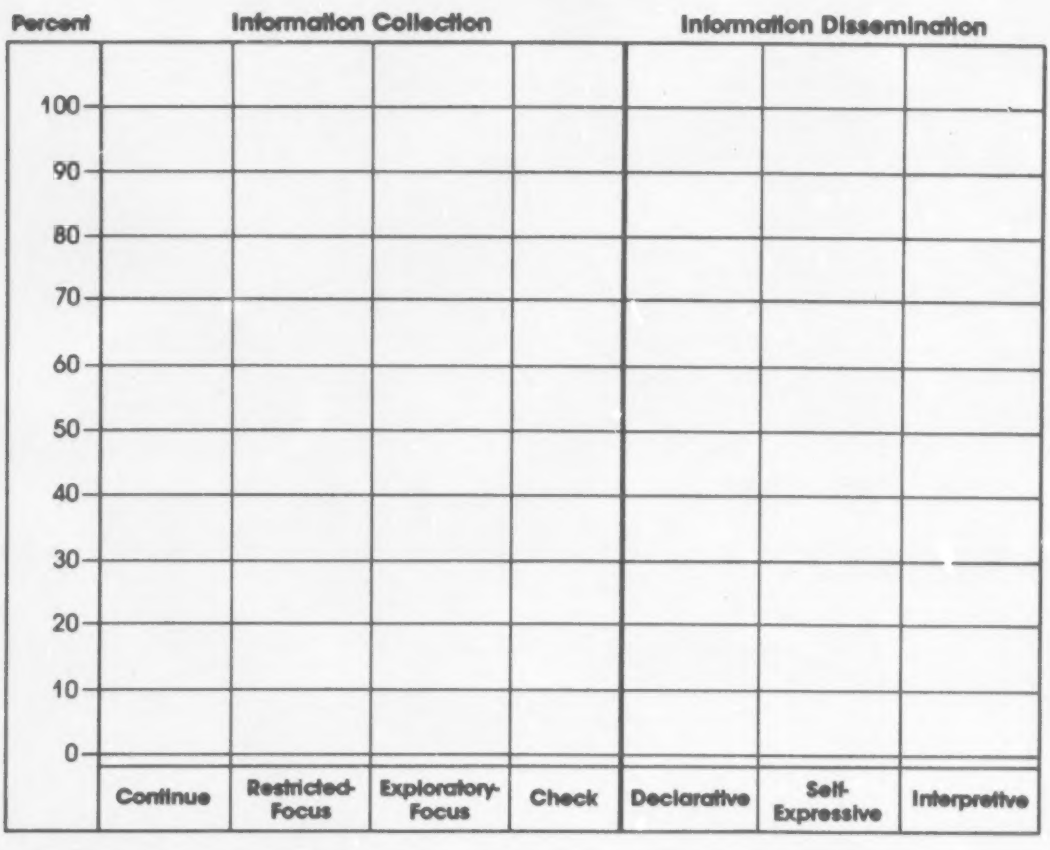
Interaction Techniques Classification Form: Worksheet

My Responses in an Actual Interview Date: _____

	Type of Response						
	Continue	Restricted-Focus	Exploratory-Focus	Check	Declarative	Self-Expressive	Interpretive
Total							
Percent							

Interview Profile

My Interview Profile in an Actual Interview Date: _____



Recommended Readings

1. Akridge, R.; Means, B.; Milligan, T.; and Farley, R. **Interpersonal Skills: A Workshop Primer.** Fayetteville, Arkansas: University of Arkansas, Arkansas R&T Center, 1978.
2. Becvar, R. **Skills for Effective Communication.** New York: John Wiley and Sons, Inc., 1974.
3. Benjamin, A. **The Helping Interview.** Boston, Massachusetts: Houghton Mifflin Co., 1974.
4. Brown, J., and Brown, C. **Systematic Counseling.** Champaign, Illinois; Research Press Co., 1977.
5. Carkhuff, R. **The Art of Helping.** Amherst, Massachusetts: H.R.D. Press, 1973.
6. Egan, G. **The Skilled Helper.** Monterey, California: Brooks/Cole Publishing Co., 1975.
7. Goodman, G., and Dooley, D. "A Framework for Help Intended Communication," **Psychotherapy: Theory, Research and Practice.** Summer 1976, Vol. 13, No. 2, pp. 106-117.
8. Ivey, A. **Microcounseling.** Springfield, Illinois: Charles C. Thomas Publishing Co., 1971.
9. McGinley, H.; LeFevre, R.; and McGinley, P. "The Influence of a Communicator's Body Position on Opinion Change in Others," **Journal of Personality and Social Psychology.** April 1975, Vol. 31, No. 4.
10. Miller, L. "Resource-Centered Counselor-Client Interaction in Rehabilitation Settings," in Bozarth, J. (ed.) **Models and Function of Counseling for Applied Settings and Rehabilitation Workers.** Fayetteville, Arkansas: University of Arkansas, ARR&TC, 1972.
11. Okun, B. **Effective Helping: Interviewing and Counseling Techniques.** No. Scituate, Massachusetts: Dusbury Press, 1976.